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ABSTRACT

This manual is designed to assist teachers in performing their tasks more effectively. Learning goals and activities are identified for students to accomplish in the following areas: (a) communication, (b) reading, (c) creative writing, (d) social studies, and (e) mathematics. Learning centers and free-choice interest centers are defined. Sample progress reports and contracts are presented. A parent involvement program is also presented. (PD)

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A MANUAL FOR THE IN-SERVICE TEACHER

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Prepared by
EDUCATIONAL DEVELOPMENT CENTER
MILLERSVILLE STATE COLLEGE
MILLERSVILLE, PENNSYLVANIA

INTRODUCTION

THIS BOOKLET CONTAINS MATERIALS WRITTEN AND COLLECTED FROM VARIOUS SOURCES. IT IS INTENDED TO ASSIST TEACHERS IN PERFORMING THEIR TASKS WITH YOUNGSTERS IN A MORE EFFECTIVE MANNER, AND THE MATERIALS ARE APPLICABLE IN EITHER OPEN-ENVIRONMENT OR SELF-CONTAINED CLASSROOMS.

THE PACKET IS GIVEN TO TEACHERS AND ADMINISTRATORS WHO PARTICIPATE IN THE SUMMER HAPPENING WORKSHOP. EXTRA COPIES MAY BE PURCHASED FROM THE MILLERSVILLE EDUCATIONAL DEVELOPMENT CENTER AT A COST OF $3.00 PER BOOKLET. THIS PRICE INCLUDES MAILING AND HANDLING AND IS SUBJECT TO CHANGE DEPENDING UPON THE COST OF MATERIALS AND POSTAGE.

IT IS HOPED THAT THE MATERIAL CONTAINED HEREIN WILL BE HELPFUL EITHER IN PART OR IN TOTAL, AND ON BEHALF OF ALL MEMBERS OF THE STAFF WE WELCOME YOU TO THE 1974 SUMMER HAPPENING WORKSHOP.

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TOPICAL SKILL SEQUENCE

USE OF THE LANGUAGE

Structure

___1. Orders alphabet sequentially

___2. Classifies alphabet by consonants and vowels.

___3. Classifies words according to simple parts of speech:
naming words
action words
descriptive words

___4. Identifies phrases.

___5. Identifies a sentence as a group of words which expresses a complete thought.

___a. Constructs sentences using the first word.

___b. Places a period at the end of a sentence.

___c. Places a question mark at the end of a group of words that ask a question.

___6. Identifies the terms "paragraph" and "indent."

Written

___1. Constructs lists, records, and memoranda.

___2. Constructs news reports.

___3. Writes labels.

___4. Writes picture captions

___5. Identifies and writes proper nouns.

___6. Identifies I as a word and writes it with a capital letter.

Oral

___1. Demonstrates effective oral interpretation of printed text by achieving intonation and inflection through punctuation clues.

___2. Demonstrates emotional over-tones and meaningful expression through oral language.

___3. Chooses standard English forms-of usage in oral language.

___4. Identifies large thought units and word groups in oral reading.

___5. Demonstrates effective oral interpretation of printed text in identification of quotation marks.

___6. Demonstrates emotional overtones through stress and pitch.

___7. Identifies antecedents of personal pronouns.

___8. Orders sequentially a list of words by noting the first letter.

___9. Identifies words or phrases within sentences that tell who, what, when, where, why, how.

__10. Writes sentences expressing complete thoughts using naming, action, and descriptive words.

__11. Demonstrates ability to transform statements into questions and questions into statements.

__12. Identifies a paragraph as a group of sentences that tell about one thing.

___7. Demonstrates ability to use language creatively through creative and functional writing.

___8. Identifies titles and distinguishes words in titles that are to be written with capital letters.

___9. Writes names of days and months with a beginning capital letter.

__10. Discriminates among Mr., Mrs., Miss and Ms. and writes them correctly.

__11. Writes dates demonstrating correct form as to capitalization and punctuation including "comma".

__12. Constructs simple friendly letters and identifies the heading, greeting, body, closing, name, and uses indentations and commas.

___7. Demonstrates improvement in phrase reading and in interpretation of printed text by using stress and voice pitch.

___8. States directions accurately.

___9. Demonstrates growth in oral language by extending and refining expressional skills through:

___a. Discussions
___b. Story telling
___c. Dramatization
___d. Oral reading
___e. Dramatic play
___f. Oral descriptions
___g. Oral planning
___h. Sharing experiences
___i. Reporting
___j. Conversations
___k. Summarizing

__10. Demonstrates correct telephone behavior.

__11. Demonstrates ability to make introductions.

__12. Demonstrates ability to give a simple book talk.

__13. Identifies multiple pronoun antecedents.

__14. Identifies three basic sentence types and their punctuation:
___a. Telling or declarative
___b. Asking or interogative
___c. Exclamatory (uses exclamation point).

__15. Demonstrates ability to identify the structural elements of the English language:
__ Letters
__ Words
__ Phrases
__ Sentences
__ Paragraphs

__16. Identifies nouns, verbs, and adjectives as word form classes and classifies words into these categories.

__17. Identifies comparative and superlative degree of adjectives.

__18. Identifies the command as a sentence type. (Imperative sentence).

___a. Greetings & close of letters.
___b. Titles of stories & books.

__13. Demonstrates ability to transfer mechanics of composition and usage to creative and functional writing activities.

__14. Avoidance of he, she, it, we, they, following a stated subject, i.e., "Mary, she went to the store."

__15. Avoidance of here and there following this, that, these, those.

__16. Demonstrates ability to write personal address in correct form.

__17. Writes other addresses in correct form.

__18. Demonstrates ability to use the following skills of capitalization and punctuation in written work:

__13. Demonstrates ability to state simple oral reports.

__14. Constructs stories from experiences and states them in story form.

__15. States directions accurately.

__16. Demonstrates ability to conduct a personal interview.

__17. Demonstrates ability to initiate, continue, and conclude a conversation.

__18. Demonstrates ability to be involved in a panel discussion as follows:
___a. prepares for participation by using all possible sources to develop presentation and questions.

Capital Letters

___a. To begin the first word in a sentence.
___b. To begin the names of people and pets.
___c. To begin the names of streets and roads.
___d. To begin the name of a school, city, town, & state.
___e. To begin the first word and all important words in the title of a book, story, or report.
___f. To write initials.
___g. To begin titles - Mr., Mrs., Miss.
___h. To begin the names of days of the week and months of the year and their abbreviations.
___i. To begin the names of holidays and special events.
___j. To begin the first word in the greeting and in the closing of a letter.
___k. Usually to begin the first word in each line of poetry.

Personal Pronoun I - Periods

___a. At the end of a statement.
___b. After each initial.
___c. After an abbreviation (Mr., Mrs.)

Question Mark

___a. At the end of a question.

Exclamation Mark

___a. At the end of telling sentence if the sentence shows strong feeling or surprise.

___b. Sticks to topic-avoids irrelevancies.
___c. Listens to other members of the panel.
___d. Generally accepts standards established by the panel.

Apostrophes

___a. In a contraction to show omission of a letter or letters.

___b. Before or after s at the end of a word to show possession.

Commas

___a. Between the name of a city and a state.

___b. Between the day and the year when writing a date.

___c. After the greeting of a letter.

___d. After the closing of a letter.

__19. Identifies the two major parts of a sentence.

___a. Subject and predicate both a simple and complete (noun phrase and verb phrase).

__20. Identifies the topic sentence of a paragraph.

__21. Writes a good paragraph built around a topic sentence.

__22. Differentiates meanings for words claimed in two subject fields.

__23. Selects the correct meaning for polysemantic words used in different subject contexts.

__19. Constructs paragraphs identifying indentation and margins.

__20. Demonstrates ability to proofread written work.

__21. Writes addresses on envelopes using correct capitalization, punctuation, and form.

__22. Discriminates between an apostrophe used in a contraction and an apostrophe used to show possession.

__23. Demonstrates ability to write answers to comprehension questions.

__19. Builds vocabulary through formal and incidental experiences.

__20. Identifies relationships' in simple analogies.

__21. Demonstrates skill in selecting word opposites.

__22. Identifies words with multiple meanings.

__23. Selects word opposites and identifies them as antonymns. (oral and written).

__24. Identifies a topic sentence regardless of its position in a paragraph.

__25. Discriminates between "It's" as a possessive pronoun and "It's" as a contraction of the pronoun "It" and the verb "Is."

__26. Identifies adjectives by position in sentence, differentiating between those coming before a noun and those that follow verbs like am, are, is, was, will be, were, became, grew, looked, felt and seemed.

__24. Indicates titles by underlining.

__25. Demonstrates ability to write a simple book report.

__26. Demonstrates ability to select the correct form of the following words in written work:

a-an
are-aren't
he-him
feed-fed
I-me
get-got
is-are
run-ran
she-her
took-taken
was-were
we-us
sit-set
went-gone
ate-eat-eaten
broke-broken
came-come
do-did-done
doesn't-don't
gave-give-given
has gone-have gone
see-saw-seen
good-well
let-leave
teach-learn
here is-here are
where is-where are
bring-brought
hasn't any
to-too-two
then-this-those
write-wrote-written
No-words & Not-words
began-begun

__24. Identifies the concept of synonymous ideas.

__25. Identifies homonymns.

__26. Demonstrates ability to identify and use words with multiple meanings.

drank-drunk
chose-chosen
fell-fallen
grew-grown
knew-known
rang-rung
sang-sung
spoke-spoken
threw-thrown
wrote-written
rode-ridden
stole-stolen
nowhere-nothing. No-words and not-words are never used together in a sentence.
they-them
good-better-best
bad-worse-worst
Avoidance of here and there following this, that, these and those. Avoidance of he, she, it, we, they following a stated subject, i.e., "Mary, she went to the store."

__27. Demonstrates ability to use the correct form of the verb "to be."

__27. Selects closings for friendly letters that are appropriate for the person to whom the letter is written such as:
Sincerely Your friend
Respectfully Love
Your loving nephew
Your granddaughter
Affectionately, etc.

__27. Identifies the following language forms:
___ Slang
___ Euphemism
___ Dialect
___ Echoic words
___ Archaic Expressions
___ Recently coined words
___ Words borrowed from other languages
___ Idioms
___ Colloquialisms

__28. Identifies adverbs and discriminates the meaning they add to verbs by giving time (when), place (Where), and manner (how).

__28. Writes correctly a "thank-you" letter.

__29. Identifies transitional words and phrases in paragraphs by applying the technique of asking "What words or word in this sentence tie it to an earlier sentence?"

__30. Identifies common words that signal nouns (Determiners)

Articles	Numbers
the	one
a	two
an	three

Demonstratives	Indefinites
this	every
that	many
these	any
those	several
	each
	both
	some

__31. Identifies common prepositions.

of	to	at	into
in	for	on	under
by	with	from	toward
between		over	
down		across	
among		against	

__29. Writes correctly an invitation.

__30. Constructs a book list.

__31. Writes correctly a business letter applying the following rules:

___a. A business letter must have a purpose.
___b. It must be brief as well as complete.
___c. It must be neat and clearly written.
___d. Punctuation and form must be correct.

__32. Identifies pronouns as parts of speech and applies the following rules relative to their usage:

___a. Pronouns take the place of nouns.

___b. Pronouns can be either singular or plural.

___c. These pronouns are used as the subjects of verbs: I, we, he, she, they.

___d. These pronouns are used as objects of both verbs and prepositions: me, us, him, her, them.

___e. When a pronoun and a noun are used as a compound subject, use a subject pronoun.

___f. When a pronoun and noun are used as the subject of a verb, use a subject pronoun.

___g. Use a subject pronoun after forms of the verb "to be."

___h. Most pronouns have two possessive forms. My, you, her, its, ours, and theirs are used only when the possessive is followed by a noun. Mine, yours, hers, ours, and theirs are used when the possessive pronoun stands alone. His is used either before nouns or alone.

__33. Identifies the three basic functions of nouns:

___a. Subject

___b. Object of verb

___c. Object of Preposition

__32. Identifies written format of a poem.

__33. Writes direct quotations applying rules of capitalization and punctuation.

__34. Identifies compound subjects and compound predicates.

__35. Identifies a compound sentence as two independent clauses joined by connectives such as and, but, and or.

__36. Identifies dependent clauses through naming signal words used to introduce them

who	that	after
which	when	before
while	where	although
why	how	since
		because

__34. Identifies proper adjectives formed from proper nouns and capitalizes each one.

__35. Applies the following rules for using commas:

___a. to separate the day of the month from the year, and after the year if the date appears in the middle of the sentence.

___b. To separate the name of a city from the name of the state and country in which it is located.

___c. To set off the name of a person spoken to or about.

___d. After the word "yes", "no", or "well", when a pause follows.

___e. To set apart words in a series.

___f. To separate words like "he said" from a direct quotation.

___g. After the greeting of a friendly letter and the closing of any letter.

___h. When "and", "but", and "or" are used to combine two sentences into one, place a comma before these connective words.

__36. Identifies and interprets the purpose of varying type style and punctuation in written language.

__42. Demonstrates ability to capitalize and punctuate sentences containing broken quotations.

__43. Applies the following rules for using a colon:
___After the salutation of a business letter.
___To separate hours from minutes in telling time.
___To introduce a list except when the lost directly follows a verb or preposition.

__44. Applies the following rules for using a semicolon:
___In place of a conjunction between two closely related independent clauses.
___Before connecting words like <u>besides</u>, <u>however</u>, <u>moreover</u>, <u>never the less</u>, <u>then</u>, <u>therefore</u>.
___Between items in a series if the series contains commas.

COMMUNICATION SKILLS SEQUENCE

A. Sight Vocabulary

___1. States orally experience stories at the concrete level.

___2. States orally experience stories at the semi-concrete level.

___3. States orally experience stories at the abstract level.

___4. Identifies words by using picture clues.

___5. Identifies words by using context clues.

___6. Identifies words through labels and signs.

___7. Identifies words by applying word recognition clues.

___8. Acquires basic sight vocabulary.

___9. Discriminates shape differentials.

__10. Identifies position of an object in a series.

__11. Identifies internal details of a picture.

__12. Identifies colors.

__13. Identifies first name in manuscript form.

__14. Identifies likenesses and differences in words.

__15. Identifies words and spaces in written language.

B. Letters of the Alphabet

___1. Matches letters to other letters (Matching)

C. Reading

___1. Identifies sound intensity by discriminating between loud and soft sounds.

___2. Identifies pitch by discriminating between high and low sounds.

___3. Identifies quality of sounds through their distinguishing characteristics.

___4. Compares many sounds to determine variations in duration.

___5. Identifies the sequence of sounds.

___6. Identifies word pairs that are the same word pairs that are different.

___7. Identifies words which rhyme.

___8. Identifies alliteration in oral discourse.

___9. Distinguishes likenesses and differences in initial consonant sounds.

__10. Demonstrates quality of ideas through expressive language.

__11. Defines words as a clue to the quality of language development.

__12. Demonstrates ability to verbalize ideas.

__13. Demonstrates ability to master English sentence structure.

__14. Demonstrates ability to listen and respond in concrete and creative ways to a wide variety of literary forms, styles and moods.

___2. Discriminates a letter in a series after a stimulus letter has been shown and removed (Recognition).

___3. Names the letter (Identification).

___4. Names and differentiates capital and lower case letters.

___5. Matches each capital letter to its lower case form.

__15. Demonstrates interest in reading material through exploration of books, pictures, and other literary media.

PHONIC & STRUCTURAL ANALYSIS

____ 1. Discriminates between consonant sounds (.s. (hard) k,d,f,g, (hard) h,j,l,m,n,p,r,s,t,v, w,y,z) and matches sound with the letter.

____ 2. Identifies words which rhyme and states additional rhyming words.

____ 3. Discriminates between final (b, hard c or k,d,f,g, (hard), j,l,m,n,p,r,s,t,v,z) consonant sound and matches sound with the letter.

____ 4. Matches the sound and letter for consonant digraphs in initial position (ch, sh, th, wh).

____ 5. Initial digraph
th-voiced
th-unvoiced

____ 6. Demonstrates ability to substitute consonants in the initial position using rhyming parts.

____ 7. Demonstrates ability to substitute consonant digraphs in the initial position.

____ 8. Identifies letters which are vowels.

____ 9. Discriminates between consonants and vowels and matches the terms consonant, and vowel to the appropriate symbols.

____10. Demonstrates ability to substitute consonants in the final position. d,k,l,m,n,p, r,t,x.

____ 1. Identifies compound words.

____ 2. Forms compound words from two known words.

____ 3. Identifies "s" signaling plurality.

____ 4. Demonstrates sensitivity to syllables in polysyllabic words.

____ 5. Identifies the word endings, s, d, ed, and ing.

____ 6. Identifies number of syllables heard in a word.

____ 7. Identifies compound words when made from one known and one unknown word.

____ 8. Identifies by naming the structural parts- "root" or "base" word and "word endings." (s,d,ed,ing)

____ 9. Identifies the singular possessive and distinguishes between the plural form and the singular possessive of words.

____10. Identifies and applies meaning to new words formed when the suffix er has been added to the root word.

____ 11. Matches the sound and letters for final consonant digraphs (sh,ch,th,nk,ck,st, ll,kn).	____ 11. Constructs and identifies the following contractions. didn't don't let's hadn't doesn't haven't aren't I'd can't I'll couldn't I'm won't you're wouldn't isn't it's I've o'clock that's wasn't you'll
____ 12. Demonstrates ability to substitute consonant digraphs in the final position.	____ 12. Demonstrates ability to add endings to root words that necessitate structural changes in the root words: ____ a. Doubling the final consonant when adding ed and ing. ____ b. Changing y to i when adding certain endings. ____ c. Dropping final e when adding ing.
____ 13. Matches the sound and letters for initial consonant blends. (br,cr,dr,fr,gr,pr,tr, bl,cl,fl,gl,pl,sl,sc,sk,sm,sn,sp,st,sw, qu, (kw)).	____ 13. Identifies number of syllables and the accented syllable in polysyllabic words.
____ 14. Demonstrates ability to substitute consonant blends in the initial position.	____ 14. Identifies the conditions under which the plural of a noun is formed by adding es.
____ 15. Matches the sounds and letters for final consonant blends (ld,lt,nk,mp,sk,sp,st, nt,nd).	____ 15. Forms plurals of words ending in y.
____ 16. Matches long vowel sounds with their corresponding symbols.	____ 16. Identifies the structural changes involved when suffixes are added to root words ending in y or silent e.
____ 17. Matches short vowel sounds with their correspondent symbols. (a,e,i,o,u).	____ 17. Identifies common prefixes affixed to root words: dis, en, in, re, un.
____ 18. Demonstrates ability to apply vowel generalizations in attaching words.	____ 18. Identifies common suffixes affixed to root words: er, est, ful, ish, less, ly, ness, y.

___ a. o followed by ld (old, cold)
___ b. i followed by nd (find, kind)
___ c. i followed by gh (high, right)
___ d. i followed by ld (wild, child)

___19. Identifies murmur diphthongs ar, er, it, ur.

___20. Identifies vowel sounds affected by the letters r as in:

car	her	corn	fir	fur
farm	serve	north	bird	turn

___21. Identifies the sound of the vowel a when followed by the letter l and ll as in talk, salt, call, and ball.

___22. Distinguishes between the diphtong ow as in cow and the long o sound of ow as in snow.

___23. Understands the use of principles:
___ a. Long vowel before silent e.
___ b. Long vowel at end of a word or syllable.
___ c. The first vowel is usually long when two vowels of a word are together.
___ d. The vowel is usually short when a vowel in a word or syllable is followed by a consonant.

___24. Identifies the two sounds of the letter combination oo and distinguishes between the two sounds when attacking new words.

___19. Forms plurals of words ending in f or fe.

___20. Identifies the generalizations that a word has as many syllables as it has vowel sounds.

___21. Identifies prefixes and suffixes previously taught as syllabic units.

___22. Identifies the vowel-consonant-consonant-vowel pattern (v-c-c-v) in words and uses it to divide words into syllables.

___23. Identifies the vowel-consonant-vowel pattern (v-c-v) in words and uses it to divide words into syllable.

___24. Understands rules of syllabication:
___ a. When two different consonants or a consonant and a blend come between two vowels the first consonant usually ends the first syllable.
___ b. When a consonant comes before le at the end of a word, the consonant usually begins the last syllable.
___ c. When a single consonant comes between two vowels, the consonant is usually joined to the second vowel, or when the first vowel is followed by one consonant, the consonant usually begins the second syllable.

___ d. When the suffix ed is preceded by d or t it forms a separate syllable.

___25. Identifies the conditions under which the letter y functions as a vowel.

___25. Identifies ed as a syllable when added to root words ending in d or t.

___26. Identifies silent consonants in words.

___26. Identifies the common syllable at the end of words made of le and the consonant immediately preceding the le.

___27. Matches three-letter consonant blends with their corresponding symbols (scr, spl, spr, squ, str, thr).

___27. Is aware that, as a general rule, words are not divided between consonant digraphs and consonant blends.

___28. Demonstrates ability to substitute three-letter blends in the initial position.

___28. Discriminates between solid and hyphenated compound words and divides them into syllables.

___29. Matches vowel digraphs with their corresponding symbols (ee, os, ai, ea, qy)

___29. Identifies as prefixes:

mono-	dis-	uni-
mal-	bi-	mid-
tri-	mis-	deca-
un-	omni-	auto-
pan-	bio-	para-
hydro-	circum-	lith-
com-, con-	phono-	extra-
photo-	intra-	tele-
sub-	pro-	em-
out-	ill-	self-
ir-	enter-	col-
cor-	co-	mal-

Suffixes:

-eer	-meter	-ier
-ology	-ster	-phobia
-ist	-scope	-arium
-most	-cide	-ic
-ee	-al	-gram
-ary	-ant	-ure
-ence	-ative	-wise
-let	-fold	-archy
-itis	-ity	-ance
-iblr		

____30. Identifies exceptions to syllabic generalizations.

____31. Applies the rule requiring the use of a hyphen when separating a word at the end of a line.

____30. Matches vowel diphthongs with their corresponding symbols. (oi, oy, ou, ow, as in cow, au, aw, er).

____31. Distinguishes between the hard and soft sounds for c and g.

____32. Identifies the common exceptions to the vowel generalization covering the sound of a vowel in the medial or initial position.

____33. Identifies the diacritical marks-breve and macron.

____34. Identifies the schwa sound in unaccented syllables.

COMPREHENSION

___ 1. Develops and applies literal comprehension skills.
___ a. Specific information.
___ b. Sequence

___ 2. Develops and applies interpretive comprehension skills.
___ a. Main ideas and supporting details.
___ b. Relationships.
___ c. Figurative and special language.
___ d. Inferences.

___ 3. Develops and applies critical evaluative comprehension skills.
___ a. Prediction of outcomes.
___ b. Evaluation of accuracy.
___ c. Literary forms and author techniques.
___ d. Characterization.

___ 4. Applies comprehension skills stated above to listening activities.

___ 5. Demonstrates ability to read increasingly longer units of material and apply comprehension skills.

___ 6. Demonstrates ability to read increasingly longer units of material with accuracy and comprehension and with less guidance.

___ 7. Demonstrates ability to expand literal comprehension skills:
___ a. Specific information.

___ 8. Demonstrates ability to expand interpretive comprehension skills:
___ a. Main idea and supporting details.
___ b. Relationships.
___ c. Figurative and special language.
___ d. Inference.

___ 9. Demonstrates ability to expand critical-evaluative comprehension skills:
___ a. Prediction of outcomes.
___ b. Evaluation of accuracy.
___ c. Literary forms and author techniques.
___ d. Characterization.

___10. Demonstrates ability to expand interpretive comprehension skills:
___ a. Main ideas and supporting details.
___ b. Relationships.
___ c. Figurative and special language.
___ d. Inferences.

___11. Identifies major patterns found in science content, adjusts reading rate to the specific pattern, and applies both the comprehension and study skills necessary in working with the pattern.

___12. Identifies major patterns found in social studies content, adjusts reading rate to the specific pattern, and applies both the comprehension and study skills necessary in working with the pattern.

___13. Identifies major patterns found in mathematics content, adjusts reading rate to the specific pattern, and applies both the comprehension and study skills.

___14. Applies comprehension skills to listening activities.

COMMUNICATION SKILLS SEQUENCE

FROM

FREDERICK COUNTY, MD.

LEVEL O

AUDITORY DISCRIMINATION

1. Identifies sound intensity by discriminating between loud and soft sounds.
2. Identifies pitch by discriminating between high and low sounds.
3. Identifies quality of sounds through their distinguishing characteristics.
4. Compares many sounds to determine variations in duration.
5. Identifies the sequence of sounds.
6. Identifies word pairs that are different.
7. Identifies words which rhyme.
8. Identifies alliteration in oral discourse.
9. Distinguishes likenesses and differences in initial consonant sounds.

VISUAL DISCRIMINATION

1. Discriminates size differentials, e.g., big-little; tall-short; fat-thin.
2. Discriminates shape differentials.
3. Identifies position of an object in a series.
4. Identifies internal details of a picture.
5. Identifies colors.
6. Identifies first name in manuscript form.
7. Identifies likenesses and differences in words.
8. Identifies words and spaces in written language.

VISUAL-MOTOR COORDINATION

1. Demonstrates effective big muscle control.
2. Demonstrates effective hand-muscle control.
3. Demonstrates effective eye-muscle coordination.
4. Distinguishes between right and left.
5. Demonstrates left-to-right eye movement with return sweep in identifying objects, letters, words, etc.
6. Demonstrates ability to focus on close work.
7. Demonstrates top-to-bottom eye movement.
8. Demonstrates left-to-right, front-to-back progression.

LISTENING SKILLS

1. Demonstrates ability to listen and form associations with related items from one's own experiences.
2. Demonstrates ability to listen closely enough to oral discourse to identify the organization.
3. Demonstrates ability to follow directions.
4. Demonstrates ability to listen critically.
5. Demonstrates ability to listen appreciatively and creatively, with mental and emotional participation.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates quality of ideas through expressive language.
2. Defines words as a clue to the quality of language development.
3. Demonstrates ability to verbalize ideas.
4. Demonstrates ability to master English sentence structure.

CONCEPT DEVELOPMENT

1. Associates meaning with words based on experiences.

LETTERS OF THE ALPHABET

1. Matches letters to other letters. (Matching).
2. Discriminates a letter in a series after a stimulus letter has been shown and removed (Recognition).
3. Names the letter (Identification)
4. Names and differentiates capital and lower case letters.
5. Matches each capital letter to its lower case form.

INTEREST IN READING

1. Demonstrates ability to listen and respond in concrete and creative ways to a wide variety of literary forms, styles, and moods.
2. Demonstrates interest in reading material through exploration of books, pictures, and other literary media.

SOCIAL-EMOTIONAL DEVELOPMENT

1. Demonstrates ability to work and play with a group and with individuals.
2. States reasons for things happening as they do.
3. Acquires and applies the operations necessary for carrying out classroom routine.

HANDWRITING

1. Demonstrates mastery of skills in visual-motor coordination.
2. Demonstrates correct position of body, hand, and writing tools.
3. Draws familiar objects with a free-full arm movement using basic manuscript strokes.

LEVEL L - ESTABLISHING BASIC SIGHT VOCABULARY

SIGHT VOCABULARY

1. States orally experience stories at the concrete level.
2. States orally experience stories at the semi-concrete level.
3. States orally experience stories at the abstract level.
4. Identifies words by using picture clues.
5. Identifies words by using context clues.
6. Identifies words through labels and signs.
7. Identifies words by applying word recognition clues.
8. Acquires basic sight vocabulary.

PHONIC ANALYSIS

1. Matches initial consonant sounds with their corresponding symbols. (b,c, (hard) or k,d,f,g, (hard), h,j,l,m,n,p, r,s,t,v,w,y,z)
2. Identifies words which rhyme and states additional rhyming words.

STRUCTURAL ANALYSIS

1. Identifies contractions as they appear in pre-primer or child's oral discourse.
2. Identifies compound words.
3. Identifies the morpheme "s" signaling plurality.
4. Demonstrates sensitivity to syllables in polysyllabic words.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates effective oral interpretation of printed text by achieving intonation and inflection through punctuation cues.

2. Demonstrates emotional overtones and meaningful expression through oral language.
3. Applies the skills in oral language development introduced in the readiness period.

WRITTEN LANGUAGE DEVELOPMENT

1. Constructs lists, records, and memoranda.
2. Constructs news reports.
3. Writes lables.
4. Writes picture captions.
5. Constructs sentences using a capital letter to begin the first word.
6. Makes a period at the end of a sentence.
7. Makes a question mark at the end of a group of words that ask a question.

COMPREHENSION

1. Builds and applies literal comprehension skills.
   - Specific information
   - Sequence
2. Builds and applies interpretive comprehension skills.
   - Main idea and supporting details
   - Relationships
   - Figurative and special language
   - Inferences
3. Builds and applies critical-evaluative comprehension skills.
   - Prediction of outcomes
   - Evaluation of accuracy
   - Literary forms and author techniques
   - Characterization
4. Applies comprehension skills stated above to listening activities.

STUDY SKILLS

1. Demonstrates ability to follow written directions.
2. Demonstrates ability to attend to silent reading assignment.
3. Demonstrates ability to use table of contents.
4. Demonstrates ability to use alphabetical order.
5. Demonstrates ability to use a picture dictionary.
6. Demonstrates independence in study through self-selection techniques.
7. Demonstrates ability to organize and record information.
8. Demonstrates ability to organize material.
9. Demonstrates ability to summarize.

HANDWRITING

1. Demonstrates correct position of body, feet, hands, paper, crayon, pencil, and chalk at desk and at chalkboard while making basic manuscript strokes.
2. Differentiates and makes all upper- and lower-case letters.
3. Forms the numerals 1 - 10.
4. Identifies and forms the math symbols common to first -year math program.
5. Identifies and makes punctuation marks used in first-year reading and writing activities.
6. Demonstrates ability to write letters and words observing proper spacing.
7. Demonstrates ability to use the following terminology:

movement	space
horizontal	spacing
vertical	mid-line
slant	form
circle	rhythm
evaluation	baseline
manuscript	headline
clockwise	headroom
counterclockwise	
tail letters	

NOTE: All of these behaviors are not expected to be acquired at Level I. The first evaluation will be made at the completion of Level 3. Results of the evaluation

will indicate whether student makes transition to cursive writing included in the Continuum at Level 4 or remains on skill development program outlined in Level I.

LEVEL 2

PHONIC ANALYSIS

1. Demonstrated mastery of initial consonant sounds with their corresponding symbols. (b,c, (hard) k,d,f,g, (hard), h,j,l, m,n,p,r,s,t,v,w,y,z)
2. Matches the sound and letter for final consonants. (b, hard c or k, d, f, g, (hard) j,l,m,n,p,r,s,t,v,z)
3. Matches the sound and letter for consonant digraphs in initial position. (ch, sh, th, wh)
4. Demonstrates ability to substitute consonants in the initial position using the following rhyming parts: ake- all- an- at- ay- en- et, ill, it, ook, ot, own, un.
5. Demonstrates ability to substitute consonant digraphs in the initial position.
6. Identifies letters which are vowels.
7. Discriminates between consonants and vowels and matches the terms consonant and vowel to the appropriate symbols.

STRUCTURAL ANALYSIS

1. Forms compound words from two known words.
2. Identifies the word endings s, d, ed, and ing.
3. Identifies number of syllables in a word at the auditory level.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates ability to apply skills introduced at Levels 0 and I.
2. Chooses standard English forms of usage in oral expression.
3. Identifies large thought units and word groups in oral reading.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to apply skills introduced at Levels 0 and I.
2. Identifies and constructs proper nouns.
3. Identifies I as a word and writes it with a capital letter.
4. Makes an exclamation point at the end of a sentence showing surprise or strong emotion.
5. Demonstrates ability to use language creatively through compostiion.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary through formal and incidental experiences.
2. Identifies the relationship in simple analogies.

COMPREHENSION

1. Builds and applies skills introduced at Level I under literal, interpretive, and critical-evaluative comprehension using the Directed Reading-Thinking Activity.

STUDY SKILLS

1. Builds and applies skills described under Study Skill Category at Level I.

HANDWRITING

1. Same as Level 1.

LEVEL 3

PHONIC ANALYSIS

1. Demonstrates ability to substitute consonants in the final position.
2. Matches the sound and letters for final consonant digraphs (sh, ch, th, nk, ng, ck,)
3. Demonstrates ability to substitute consonant digraphs in the initial position.
4. Demonstrates ability to substitute consonant digraphs in the final position.
5. Matches the sound and letters for initial consonant blends. (br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sl, sc, sk, sm, sn, sp, st, sw, qu, (kw)
6. Demonstrates ability to substitute consonant blends in the initial position.
7. Matches the sounds and letters for final consonant blends. (sk, sp, st, nt, nd)
8. Demonstrates ability to substitute consonant blends in the final position.
9. Identifies following rhyming parts: ack - ell, ight, ing; old, ark, ate.

STRUCTURAL ANALYSIS

1. Identifies number of syllables heard in a word.
2. Identifies compound words when made from one known and one unknown word.
3. Identifies by naming the structural parts - "root" or "base" word and "word endings". (s, d, ed, ing)
4. Identifies contractions.
5. Identifies the singular possessive and distinguishes between the plural form and the singular possessive of words.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates ability to maintain and refine skills introduced at Levels 0-2.
2. Demonstrates effective oral interpretation of printed text in identification of quotation marks.
3. Demonstrates emotional overtones through stress and pitch.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to apply skills introduced at Levels 0-2.
2. Identifies titles and distinguishes words in titles that are to be written with capital letters.
3. Writes names of days and months with a beginning capital letter.
4. Discriminates among Mr., Mrs., Miss and writes them correctly.
5. Writes dates demonstrating correct form as to capitalization and punctuation including the new term "comma".
6. Constructs simple friendly letters and identifies the heading, greeting, body, closing, name, and the terms "indent" and "comma".

STRUCTURE OF LANGUAGE

1. Orders letters of the alphabet sequentially.
2. Classifies letters of alphabet by consonants and vowels.
3. Classifies words according to simple parts of speech:
   - naming words
   - action words
   - descriptive words
4. Identifies phrases.
5. Identifies a sentence as a group of words which expresses a complete thought.
6. Identifies the terms "paragraph" and "indent".

7. Identifies antecedents of personal pronouns.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.
2. Demonstrates skill in selecting word opposites.
3. Identifies words with multiple meanings.
4. Builds additional vocabulary through formal and incidental means.

COMPREHENSION

1. Builds and applies skills introduced at preceeding levels in literal, interpretive, and critical-evaluative comprehension using the Directed Reading-Thinking Activity.

NOTE: The material at a first reader level should permit the development of all the comprehension skills listed at Level 1. Success in the development of these abilities rests on the qualities of the questions asked during the Directed Reading-Thinking Activity.

SELF SELECTION

1. Demonstrates ability to select trade books in terms of interest, and reading level.
2. Identifies needs in teacher-pupil conferences or teacher-group sessions.
3. Demonstrates ability to transfer and reinforce the basic reading skills to trade books.
4. Identifies the major skills in literary analysis and demonstrates ability to apply them to self-selected trade books during sharing sessions.
5. Demonstrates ability to extend and refine reading skills that promise independence in reading.

STUDY SKILLS

1. Demonstrates ability to maintain and refine skills listed under this category in preceeding levels.
2. Demonstrate ability to state and apply the strategy for recognizing new words.

HANDWRITING

1. Demonstrates ability to apply handwriting skills listed at Level 1 completing the instructional program in manuscript.

NOTE: Students may move to Level 4 in other categories on the continuum even though failing to reach the competency level required in the handwriting category. However, instruction in handwriting must continue to be given in the skills identified for Levels 0-3 until competency has been obtained. Since Level 4 moves into cursive writing, it is imperative that children who move to this level in some categories, but are continuing to use manuscript, receive written directions, board work, follow-up activities, etc. in manuscript form.

LEVEL 4

PHONIC SKILLS

1. Matches long vowel sounds with their corresponding symbols. (a,e,i,o,u)
2. Matches short vowel sounds their corresponding symbols. (a, e, i, o, u)
3. Demonstrates ability to apply vowel generalizations in attacking words.

STRUCTURAL ANALYSIS

1. Identifies and applies meaning to new words formed when the following suffixes have been added to root words:
   er of agent, er of comparison, est.
2. Demonstrates ability to add endings to root words that necessitate structural changes in the root words:
   a. Doubling the final consonant when adding ed and ing.
   b. Changing y to i when adding certain endings.
   c. Dropping final e when adding ing.
3. Identifies number of syllables and the accented syllable in polysyllabic words.
4. Constructs and identifies the following contractions:

didn't	don't
let's	hadn't
doesn't	haven't
aren't	I'd
can't	I'll
couldn't	I'm
won't	wouldn't
you're	isn't
it's	I've
o'clock	that's
wasn't	you ll

5. Identifies the plural possessive and discriminates between singular and plural possessives.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates improvement in phrase reading and in interpretation of printed text by using stress and voice pitch.

2. Demonstrates improvement in expressive language by choosing from among the following words the form which represents standard English language patterns to express ideas:

	did-done	doesn't don't
	saw-seen	gave-given
	was-were	ran-run
	went-gone	ate-eaten
	come-came	is-are
has	gone-have	gone
	I-me	we-us
	he-him	she-her
	took-taken	broke-broken
	Double negatives	

WRITTEN LANGUAGE DEVELOPMENT

1. Applies the following skills of capitalization and punctuation in written work:

   First word of sentence
   Proper nouns
   Personal pronoun I
   Mr., Miss, Mrs.
   Months
   Days
   First word in the greeting and closing of a letter
   First word and all important words in titles
   Period
   Question Mark
   Exclamation point
   Comma (dates - letter writing)

2. Demonstrates ability to transfer mechanics of composition and usage to creative writing activities.

STRUCTURE OF LANGUAGE

1. Orders sequentially a list of words by noting the first letter.

2. Identifies words or phrases within sentences that tell who, what, when, where, why, how.

3. Writes sentences expressing complete thoughts using naming, action, and descriptive words.
4. Demonstrates ability to transform statements into questions and questions into statements.

5. Identifies a paragraph as a group of sentences that tells about one thing.

6. Identifies multiple pronoun antecedents.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Selects word opposites and identifies them as antonyms.

3. Identifies the concept of synonymous ideas.

4. Identifies homonyms.

5. Demonstrates continuing ability to identify and use words with multiple meanings.

6. Identifies the relationship in simple analogies.

COMPREHENSION

1. Demonstrates increasing skill in interpreting printed material.

2. Demonstrates ability to expand literal comprehension skills:

   Specific information
   Sequence

3. Demonstrates ability to expand interpretive comprehension skills:

   Main idea and supporting details
   Relationships
   Figurative and special language
   Inferences

4. Demonstrates ability to expand critical-evaluative comprehension skills:

   Prediction of outcomes
   Evaluation of accuracy
   Literary forms and author techniques
   Characterization

SELF-SELECTION

1. Demonstrates increasing ability to select and read literary materials (trade books) with interest, comprehension, and appreciation.

2. Demonstrates ability to identify and evaluate literary forms and author techniques.

STUDY SKILLS

1. Demonstrates ability to maintain and refine skills listed under this category in preceding levels.

2. Demonstrates ability to follow two-step oral and written directions.

3. Demonstrates ability to attend to assigned tasks until completed.

4. Identifies the following items in the Table of Contents:

   Titles
   Unit Titles
   Subtitles
   Authors
   Page Numbers

5. Identifies kind and content of story through clues in the title and/or subtitle.

6. Demonstrates proficiency in using a simplified dictionary.

7. Demonstrates ability to interpret charts, maps, and globes.

8. Demonstrates ability to use multiple sources for investi-

gation of a topic.

9. Demonstrates ability to organize material according to main idea and details.

HANDWRITING

Students may make the transition to cursive writing in either their second year (levels 4 and 5) or third year (levels 6 and 7) of school. The decision as to the time of transition will be based on the child's competency on the handwriting evaluation given at the completion of Level 3.

At the conclusion of either sequence, all children should be doing cursive writing. For those students who are still unable to meet the competency requirements for manuscript, it seems wiser to let them move on in to cursive writing. These children will need continuing reinforcement to improve their proficiency.

SPELLING

1. Demonstrates ability to spell words correctly which contain elements previously taught under the categories of Phonic Analysis, Structural Analysis, and Written Language Development both on formal spelling lists and in all written productions.

2. Demonstrates ability to master words needed in functional writing that do not conform to phonic or structural regularities.

NOTE: Spelling skills are the same as word recognition skills. A student may be constructing spelling lists from his written work, his independent reading, or from a conventional speller. Regardless of the source, spelling, like writing, must be considered as a procedure for reinforcing word recognition skills.

LEVEL 5

PHONIC ANALYSIS

1. Matches three-letter consonant blends with their corresponding symbols (scr, spl, spr, squ, str, thr).

2. Demonstrates ability to substitute three-letter blends in the initial position.

3. Matches vowel digraphs with their corresponding symbols. (ee, oa, ai, ea)

4. Matches vowel diphthongs with their corresponding symbols. (oi, oy, ou, ow as in cow, au, aw, ew)

5. Distinguishes between the hard and soft sounds for c and g.

6. Identifies the common exceptions to the vowel generalization covering the sound of a vowel in the medial or initial position.

   o followed by ld (old, cold)
   i followed by nd (find, kind)
   i followed by gh (high, right)
   i followed by ld (wild, child)

7. Identifies vowel sounds affected by the letter r as in:

   car her corn fir fur
   farm serve north bird turn

8. Identifies the sound of the vowel a when followed by the letters l and ll as in talk, salt, call, and ball.

9. Distinguishes between the diphthong ow as in cow and the long o sound of ow as in snow.

10. Identifies the two sounds of the letter combination oo and distinguishes between the two sounds when attacking new words.

11. Identifies the conditions under which the letter y functions as a vowel.

12. Identifies silent consonants in words.

STRUCTURAL ANALYSIS

1. Identifies the conditions under which the plural of a noun is formed by adding es.

2. Forms plurals of words ending in y.

3. Identifies the structural changes involved when suffixes are added to root words ending in y or silent e.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates growth in oral language by extending and refining expressional skills through:

   Discussions
   Story telling
   Dramatization
   Oral reading
   Dramatic play
   Oral descriptions
   Oral planning
   Sharing experiences
   Reporting
   Conversations
   Summarizing

NOTE: Mastery is not expected in this category. Facility in oral language is a developmental process. The emphasis at all levels is on providing fertile experiences which stimulate and promote oral language development.

2. Demonstrates continuing growth in phrase reading, fluency, and in interpretation of the printed text through stress and voice pitch.

3. Demonstrates continued improvement in selecting the correct form when using the following words in spontaneous conversation, informal, and formal oral productions:

did-done	doesn't-don't
saw-seen	gave-given
was-were	ran-run
went-gone	ate-eaten
come-came	is-are
has gone-have gone	we-us
I-me	she-her
he-him	broke-broken
took-taken	Double negatives

   Advoidance of he, she, it, we, they following a stated subject, i.e., "Mary, she went to the store."

   Advoidance of here and there following this, that, these, those.

4. States directions accurately.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates mastery in the following skills of capitalization and punctuation in written work:

   Capitalization
   - First word of sentences
   - Proper nouns
   - Pronoun I
   - Titles: Miss, Mrs., Mr.
   - Days and months
   - Greeting and close of letter
   - Titles of stories and books

Punctuation
Abbreviations: Mr., Mrs.
End of Sentence (.-?-!)
Greeting and close of letter
Writing dates
Comma in dates.

2. Demonstrates continued improvement in selecting the correct form when using the following words in written productions:

did-done	doesn't-don't
saw-seen	gave-given
was-were	ran-run
went-gone	ate-eaten
come-came	is-are
has gone-have	gone we-us
I-me	she-her
he-him	broke-broken
took-taken	Double negatives

Avoidance of he, she, it, we, they following a stated subject, i.e., "Mary, she went to the store."

Avoidance of here and there following this, that, these those.

3. Demonstrates ability to write personal address in correct form.

4. Writes other addresses in correct form.

5. Demonstrates ability to transfer mechanics of compostion and usage to creative writing activities.

STRUCTURE OF LANGUAGE

1. Demonstrates ability to extend and refine the skills identified in this category at the previous levels.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Builds additional listening, speaking, reading, and writing vocabulary and associates meaning to new words acquired.

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material and apply the comprehension skills identified at Level 1 and expanded at Level 4.

SELF-SELECTION

1. Selects and reads trade books and other printed material in order to gain information and to satisfy personal needs.

2. Demonstrates ability to identify and evaluate literary forms and author techniques while developing a positive attitude toward reading and an appreciation for books.

STUDY SKILLS

1. Demonstrates ability to maintain, refine, and extend the study skills identified at Level 4.
(Mastery of study skills is not attained at any one level, consequently, instruction continues through various levels. No new study skill is introduced at this level.

HANDWRITING

1. Refer to Level 4.

SPELLING

1. Refer to Level 4.

LEVEL 6

PHONIC ANALYSIS

(Reinforcement of all preceding skills) (No new skill introduced)

1. Demonstrates increasing ability to identify the following phonetic properties as an aid to recognition:
   a. Single consonants in initial, final, and media position.
   b. Consonant blends in initial and final position.
   c. Consonant digraphs.
   d. Rhyming parts (constructing words through substituting initial sounds.)
   e. Consonant irregularities.
   f. Silent consonants in specific combinations.
   g. Long and short vowel sounds.
   h. Vowel digraphs.
   i. Vowel generalizations.
   j. Exceptions to generalizations.
   k. Vowel sounds affected by r.
   l. Vowel a followed by l and ll.
   m. The oo sounds.
   n. Diphthongs.
   o. Two sounds of ow.

STRUCTURAL ANALYSIS

1. Demonstrates increasing ability to identify structural element of words as an aid to word recognition.
2. Identifies common prefixes affixed to root words:
   dis-
   en-
   in-
   re-
   un-
3. Identifies common suffixes affixed to root words:
   -er (of agent)
   -er (of comparison)
   -est
   -ful
   -ish
   -less
   -ly
   -ness
   -y
4. Forms plurals of words ending in f or fe.
5. Identifies the generalization that a word has as many syllables as it has vowel sounds.
6. Identifies a and be as common syllabic units.
7. Identifies prefixes and suffixes previously taught as syllabic units.
8. Identifies the vowel-consonant-consonant-vowel pattern (v-c-c-v) in words and uses it to divide words into syllables.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates continued growth in expressional skills through:

Discussions
Story Telling
Dramatization
Oral reading
Dramatic play
Oral descriptions
Oral planning
Sharing experiences
Reporting
Conversations
Summarizing

2. Demonstrates continuing growth in oral reading in fluency, eye-voice span, and interpretation of the printed text through stress, pitch, and identification of punctuation clues.

3. Identifies the correct form when using the following words in spontaneous conversation, informal, and formal oral productions:

a-an	we-us
ate-eat-eaten	I-me
broke-broken	is-are
came-come	run-ran
do-did-done	see-saw-seen
doesn't-don't	she-her
gave-give-given	took-taken
has gone-have gone	was-were
he-him	went-gone

Avoidance of he, she, it, we, they following a stated subject, i.e., "Mary, she went to the store."

Avoidance of here and there following this, that, these, those.

4. Demonstrates correct telephone behavior.

5. Demonstrates ability to make introductions.

6. Demonstrates ability to give a simple book talk.

7. Demonstrates ability to state simple oral reports.

8. Constructs stories from experiences and states them in story form.

9. States directions accurately and follows them carefully.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to use the following skills of capitalization and punctuation in written work:

Captial Letters

-To begin the first word in a sentence
-To begin the names of people and pets
-To begin the names of streets and roads
-To begin the name of a school, city, town, and state.
-To begin the first word and all important words in the title of a book, story, or report
-To write the word I
-To write initials
-To begin titles - Mr., Mrs., Miss
-To begin the names of days of the week and months of the year and their abbreviations
-To begin the names of holidays and special events
-To begin the first word in the greeting and in the closing of a letter
-Usually to begin the first word in each line of poetry

Periods

-At the end of a statement
-After each initial
-After an abbreviation

Question Mark

-At the end of a question

Exclamation Mark

-At the end of telling sentence if the sentence shows strong feeling or surprise

Apostrophes
-In a contraction to show omission of a letter or letters
-Before or after s at the end of a word to show possession

Commas
-Between the name of a city and a state
-Between the day and the year when writing a date
-After the greeting of a letter
-After the closing of a letter

2. Constructs paragraphs identifying indentation and margins.

3. Demonstrates ability to proofread written work.

4. Demonstrates increasing ability to transfer mechanics of composition and usage to functional and creative writing.

5. Demonstrates ability to select the correct form of the following words in written work:

a-an	I-me
ate-eat-eaten	is-are
broke-broken	run-ran
came-come	see-saw-seen
do-did-done	took-taken
doesn't-don't	she-her
gave-give-given	was-were
he-him	we-us
	went-gone

Double negatives
Avoidance of he, she, it, we they following a stated subject, i.e., "Mary, she went to the store."

Avoidance of here and there, following this, that, these, those.

6. Writes correctly a friendly letter.

7. Writes the addresses on envelopes using correct capitalization, punctuation, and form.

STRUCTURE OF LANGUAGE

1. Identifies three basic sentence types and their end punctuation.

   Telling or declarative
   Asking or interrogative
   Exclamatory

2. Demonstrates continuing ability to identify the structural elements of the English language:
   letters phrases
   words sentences
   paragraphs

3. Demonstrates ability to identify the main idea in a paragraph.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Builds additional listening, speaking, reading, and writing vocabulary and associates meaning to new words acquired.

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material with accuracy and comprehension and with less guidance.

2. Demonstrates ability to expand literal comprehension skills:

   Specific information
   Sequence

3. Demonstrates ability to expand interpretive comprehension skills:
   Main idea and supporting details
   Relationships
   Figurative and special language
   Inferences

4. Demonstrates ability to expand critical-evaluative comprehension skills:
   Prediction of outcomes
   Evaluation of accuracy
   Literary forms and author techniques
   Characterization

SELF-SELECTION

1. Demonstrates continuing ability to select and read trade books and other printed material in terms of interest and needs.

2. Demonstrates continuing ability to identify and evaluate literary forms and author techniques while developing a positive attitude toward reading and an appreciation for books.

STUDY SKILLS

1. Demonstrates ability to maintain and refine the study skills identified at Level 4.

2. Demonstrates ability to follow multiple steps in oral and written directions.

3. Demonstrates ability to adjust silent reading rate to type of material and purposes.

4. Demonstrates ability to alphabetize words to the second letter.

5. Demonstrates ability to use a primary dictionary.

6. Demonstrates ability to use an encyclopedia.

7. Demonstrates ability to apply simple map and globe skills.

8. Demonstrates ability to interpret a diagram.

9. Constructs simple outlines.

10. Demonstrates ability to utilize note-taking techniques in preparing an outline for a summary.

HANDWRITING

1. Demonstrates correct position of body, feet, hands, paper, crayon, pencil, and chalk at desk and at chalkboard while making basic cursive strokes.

2. Differentiates and makes all upper-and lower-case letters of the cursive alphabet.

3. Forms the numerals 1-10 with cursive slant.

4. Demonstrates ability to write words and sentences observing proper spacing.

5. Identifies the following terminology related to cursive writing:

   Beginning stroke
   Cane-stem letter
   Check-stroke
   Compound curve
   Connecting stroke
   Cursive
   Downcurve
   Downstroke
   Ending stroke
   Loop
   Oval
   Overcurve
   Retrace
   Slant
   Undercurve

SPELLING

1. Refer to Level 4.

LEVEL 7

PHONIC ANALYSIS

1. Demonstrates ability to maintain and apply all phonetic skills introduced in this category at preceding levels.

2. Identifies consonant irregularities as an aid to word recognition.

3. Identifies irregular vowel digraphs as an aid to word recognition.

4. Identifies the diacritical marks - breve and macron.

STRUCTURAL ANALYSIS
(Reinforcement of all preceding skills; extension of syllabication principles)

1. Demonstrates increasing ability to identify the following structural properties of words as an aid to recognition:

a. Inflectional endings (s, d, ed, ing, es)

b. Compound words
c. Contractions
d. Root words
e. Suffixes (we, est, ly, ful, ish, less, y, ness)
f. Verbs which double the final consonant before ed, ing, er, est
g. Verbs which drop the final e before ing
h. Plurals formed by adding es to words ending in s, ss, ch, sh, x
i. Plurals of words ending in Y
j. Suffixes added to words ending in y or silent e.
k. Possessives 's, s'
l. Hearing syllables
m. Hearing accent
n. Each syllable usually has one vowel sound
o. Dividing words into syllables in v-c-c-v words
p. Prefixes
q. Forming plurals of words ending in f or fe
r. Common syllables a, be

2. Identifies ed as a syllable when added to root words ending in d or t.

3. Identifies the vowel-consonant-vowel pattern (v-c-v) in words and uses it to divide words into syllables.

4. Identifies the common syllable at the end of words made of le and the consonant immediately preceding the le.

5. Notes that, as a general rule words are not divided between consonant digraphs and consonant blends.

6. Notes that prefixes and suffixes generally form separate syllables.

7. Applies vowel generalizations to accented syllables.

8. Discriminates between solid and hyphenated compound words and divides them into syllables.

ORAL LANGUAGE DEVELOPMENT

1. See Level 6.

Note: Add the following words to Item 3.

are-aren't
bring-brought
feed-fed
get-got
hasn't any
to-too-two
them-this-those
write-wrote-written
No words and Not words

(Not words are contractions made by adding the short form of not' -n't to other words. No words are words such as never, no, none, nobody, no one, nowhere, nothing. Now words and not words are never used together-er in a sentence

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to maintain and apply skills from previous levels.

2. Discriminates between an apostrophe used in a contraction and an apostrophe used to show possession.

3. Demonstrates ability to write answers to comprehension questions.

4. Indicates titles by underlining.

5. See Level 6
   Note: Add the following words to Item 5:

   are-aren't
   bring-brought
   feed-fed
   get-got
   hasn't any
   to-too-two
   them-this-those
   write-wrote-written
   No words and Not words

6. Demonstrates ability to write a simple book report.

STRUCTURE OF LANGUAGE

1. Demonstrates ability to maintain and apply skills from previous levels.

2. Identifies nouns, verbs, and adjectives as word form classes and classifies words into these categories.

3. Identifies comparative and superlative degree of adjectives.

4. Identifies the command as a sentence type.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Builds additional listening, speaking, reading, and writing vocabulary and associates meaning to new words acquired.

3. Constructs simple analogies.

COMPREHENSION

1. See Level 6.

SELF-SELECTION

1. See Level 6.

STUDY SKILLS

1. Demonstrates ability to maintain and refine study skills from previous levels.

2. Demonstrates ability to state and apply the strategy for recognizing new words.

3. Demonstrates ability to alphabetize words to the third letter.

4. Locates information by using guide words.

HANDWRITING

1. Refer to Level 6.

SPELLING

1. Refer to Level 4.

LEVEL 8

PHONIC ANALYSIS

1. Demonstrates ability to apply the following skills of phonic analysis in decoding new words in basal readers, trade books, and content material at a 4[1] level of difficulty:
   a. Single consonants in initial, final, and medial position
   b. Consonant blends in initial and final position
   c. Consonant digraphs
   d. Rhyming parts (constructing words through substituting initial sounds)
   e. Long and short vowel sounds
   f. Vowel digraphs
   g. Exceptions to vowel generalizations
   h. Vowel sounds affected by r
   i. Vowel a followed by l or ll
   j. The oo sounds
   k. Diphthongs
   l. Two sounds of ow
2. Applies the sounds produced by consonant irregularities as an aid to word recognition.
3. Demonstrates ability to decode words containing silent consonants.
4. Identifies the schwa sound in unaccented syllables.

STRUCTURAL ANALYSIS

1. Demonstrates ability to apply the following structural skills in decoding new words in basal readers, trade books, and content material at a 4[1] level of difficulty:
   a. Identifies syllables
   b. Identifies accent
   c. Divides words into syllables in v-c-c-v words
   d. Divides words into syllables in v-c-v words
   e. Identifies prefixes and suffixes as separate syllables
   f. Divides words with consonant digraphs and consonant blends
   g. Identifies open and closed syllables
2. Identifies the word endings s, d, ed, and ing.
3. Identifies compound words when made from one known and one unknown word.
4. Constructs and identifies contractions.
5. Identifies and names the structural parts of a word - "root" or "base" word and "affixes."
6. Demonstrates ability to add endings to root words that necessitate structural changes in the root word.

7. Identifies irregular plurals.

8. Identifies the plural possessive and discriminates between singular and plural possessives.

9. Identifies a and be as common syllabic units.

10. Identifies ed as a syllable when added to root words ending in d or t.

11. Identifies the common syllable at the end of words made of le and the consonant immediately preceding the le.

12. Discriminates between solid and hyphenated compound words and divides them into syllables.

13. Applies the principles of syllabication to polysyllabic words.

14. Identifies exceptions to syllabic generalizations.

15. Applies the rule requiring the use of a hyphen when separating a word at the end of a line.

16. Identifies the following prefixes added to root words:

non-	fore-
mis-	ante-
post-	tri-
anti-	pre-
semi-	im-
de-	micro-
ex-	under-
super-	inter-

17. Identifies the following suffixes added to root words:

-or	-n
-hood	-self
-like	-fully
-able	-lessly
-en	-ous
-ive	-tion
-ion	-al
-ment	-ation
-ess	-ship
-ward	-ty
-teen	-sion

NOTE: In teaching both prefixes and suffixes, teach only those from above list that appear in content being used.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates continued growth in expressional skills through:

Discussions
Story telling
Dramatization
Oral reading
Dramatic play
Oral descriptions
Oral planning
Sharing experiences
Reporting
Conversations
Summarizing
Choral Speaking

2. Demonstrates continuing growth in oral reading in fluency, increased eye-voice span, and interpretation of the printed text through use of intonation inflection, pitch, rhythm, and the identification of punctuation clues.

3. Identifies the correct form when using the following words in spontaneous conversation, informal, and formal oral productions:

a-an	are-aren't
ate-eat-eaten	bring-brought
broke-broken	feed-fed
came-come	get-got
do-did-done	hasn't any
he-him	I-me
is-are	run-ran
she-her	took-taken
was-were	we-us
went-gone	let-leave

good-well sit-set
teach-learn they-them
doesn't-don't
gave-give-given
has gone-have gone
see-saw-seen
to-too-two
them-this-those
write-wrote-written
good-better-best
bad-worse-worst
No words and Not words

(Not-words are contractions made by adding the short form of not-n't to other words. No-words are words such as never, no, none, nobody, no one, nowhere, nothing. No-words and not-words are never used together in a sentence.)

Avoidance of he, she, it, we, they following a stated subject, i.e., "Mary, she went to the store."

Avoidance of here and there following this, that, these, those.

4. Demonstrates ability to state simple oral reports.

5. Constructs stories and states them in story form.

6. States multiple-step directions accurately and follows them carefully.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to apply written language skills identified at Levels 6 and 7.

2. Demonstrates ability to select the correct form of the following words in written work:

~~a~~-an are-aren't
he-him feed-fed
I-me get-got
is-are run-ran
she-her took-taken
was-were we-us
sit-set went-gone

ate-eat-eaten
broke-broken
came-come
do-did-done
doesn't-don't
gave-give-given
has gone-have gone
see-saw-seen
good-well
let-leave
teach-learn
here is-here are
where is-where are
bring-brought
hasn't any
to-too-two
them-this-those
write-wrote-written
NO-words and Not words

(Not-words are contractions made by adding the short form of not-n't to other words. No-words are words such as never, no, none, nobody, no one, nowhere, nothing. No-words and not-words are never used together in a sentence.)

they-them
good-better-best
bad-worse-worst

Avoidance of here and there following this, that, these and those. Avoidance of he, she, it, we, they following a stated subject, i.e., "Mary, she went to the store.

3. Selects closings for friendly letters that are appropriate for the person to whom the letter is written such as:

Sincerely Your friend
Respectfully Love
Your loving nephew
Your granddaughter
Affectionately
Etc.

4. Writes correctly a "thank-you" letter.

5. Writes correctly an invitation.

6. Constructs a book list.

7. Demonstrates increasing proficiency in transferring mechanics of composition and usage to functional and creative writing.

STRUCTURE OF LANGUAGE

1. Demonstrates continuing ability to identify the structural elements of the English language at a 4[1] level of difficulty.

   a. Letters
   b. Words
   c. Phrases
   d. Sentences
   e. Paragraphs
   f. Parts of speech

2. Student writes an imperative sentence.

3. Identifies the two major parts of a sentence.

   Subject and predicate both simple and complete (noun phrase and verb phrase)

4. Identifies the topic sentence of a paragraph.

5. Writes a good paragraph built around a topic sentence.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Builds additional listening, speaking, reading, and writing vocabulary and associates meaning with new words acquired.

3. Acquires specialized vocabulary indigenous to different subject areas.

4. Differentiates meanings for words claimed in two subject fields.

5. Selects the correct meaning for polysemantic words used in different subject contexts.

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material at a 4[1] level of difficulty in various literary forms and content material and apply skills of literal, interpretive, and critical-evaluative comprehension.

2. Demonstrates ability to expand interpretive comprehension skills.

   Main idea and supporting details.

   Relationships

   Figurative and special language

   Inferences

3. Demonstrates ability to expand critical-evaluative comprehension skills.

   Prediction of outcomes
   Evaluation of accuracy
   Literary forms and author techniques
   Characterization

4. Identifies major patterns found in science content, adjusts reading rate to the specific pattern, and applies both the comprehension and study skills necessary in working with the pattern.

5. Identifies major patterns found in social studies content, adjusts reading rate to the specific pattern, and applies both the comprehension and study skills necessary in working with the pattern.

6. Identifies major patterns found in mathematics content, adjusts reading rate to the specific pattern, and applies both the comprehension and study skills necessary in working with the pattern.

7. Applies comprehension skills stated above to listening activities.

SELF-SELECTION

1. See Levels 3 and 6 under Self-Selection Category.

STUDY SKILLS

1. Demonstrates ability to maintain and refine study skills from previous levels.

2. Constructs a strategy for following written directions.

3. Locates specific information through use of a table of contents.

4. Demonstrates ability to alphabetize words to the fourth letter and beyond.

5. Demonstrates ability to use alphabetical order to locate information in reference books.

6. Locates information by using guide words.

7. Selects and verifies word meanings in relation to context.

8. Demonstrates ability to use a pronunciation key to interpret dictionary respellings.

9. Identifies and discriminates primary and secondary accent.

10. Selects the volume in which to look for a given topic and locates the pages on which the given matter is treated.

11. Demonstrates ability to read maps and globes for information.

12. Demonstrates ability to read graphs for information.

    Pictorial
    Bar
    Line
    Circle

HANDWRITING

1. Demonstrates increasing proficiency and refinement of skills in cursive handwriting.

2. Demonstrates ability to maintain manuscript form for:

    Charts
    Application Forms
    Class Record Lists
    Special Needs

SPELLING

1. Refer to Level 4.

LEVEL 9

PHONIC ANALYSIS

1. Demonstrates ability to maintain and refine all previous skills in phonic analysis:

    a. Single consonants in initial, final, and medial position.

    b. Consonant blends in initial and final position

    c. Consonant digraphs

    d. Rhyming parts (Constructing words through substituting initial sounds)

e. Consonant irregularities

f. Silent consonants in specific combinations

g. Long and short vowel sounds.

h. Vowel digraphs

i. Vowel generalizations

j. Exceptions to generalizations

k. Vowel sounds affected by r

l. Vowel a followed by l and ll

m. The oo sound

n. Diphthongs

o. Two sounds of ow

p. Irregular vowel digraphs

q. Diacritical marks

r. Schwa

STRUCTURAL ANALYSIS

1. Demonstrates ability to maintain and refine all previous skills in structural analysis:

   a. Inflectional endings (s, d, ed, ing, es)

   b. Compound words

   c. Contractions

   d. Root words

   e. Suffixes (er, est, ly, ful, ish, less, y, ness)

   f. Verbs which double the final consonant before ed, ing, er, est

   g. Verbs which drop the final e before ing

   h. Plurals formed by adding es to words ending in s, ss, ch, sh, x

   i. Plurals of words ending in y

   j. Suffixes added to words ending in y or silent e

   k. Possessives 's, s'

   l. Identifying syllables

   m. Hearing accent

   n. Dividing words into syllables in v-c-c-v words

   o. Prefixes (dis, en, in, re, un)

   p. Forming plurals of words ending in f or fe

   q. Common syllables a, be

   r. The syllable ed

   s. Dividing words into syllables in v-c-v words

   t. The consonant plus le syllable

   u. Prefixes and suffixes as separate syllables

   v. Syllabicating words containing consonant blends and digraphs

   w. Open and closed syllables

   x. Solid and hyphenated compound words

ORAL LANGUAGE DEVELOPMENT

1. See Level 8.

   Note: Skills identified at Level 8 are to be extended and refined.

2. Demonstrates the ability to write a friendly letter independently.

3. Writes correctly a business letter applying the following rules.

   a. A business letter must have a purpose.

   b. It must be brief as well as complete.

   c. It must be neat and clearly written.

   d. Punctuation and form must be correct.

4. Identifies written format of a poem.

5. Constructs written book reports.

6. Constructs a written story.

7. Writes direct quotations applying rules of capitalization and punctuation.

STRUCTURE OF LANGUAGE

1. Refer to Level 8.

   Note: Skills identified at Level 8 are to be extended at a 4^2 level of difficulty.

2. Identifies parts of speech.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Refer to Level 8.

   Note: Skills 2-5 identified at Level 8 are to be extended and refined at a 4^2 level of difficulty.

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material at a 4^2 level of difficulty in various literary forms and apply the skills of literal, interpretive, and critical-evaluative comprehension.

2. Demonstrates increasing proficiency in identifying major patterns in content area reading, in adjusting reading rate to specific pattern, and in applying comprehension and study skills necessary in working with the pattern.

3. Applies comprehension skills to listening activities.

SELF-SELECTION

1. See Levels 3 and 6 under self-selection category.

STUDY SKILLS

1. Demonstrates ability to maintain and refine study skills from previous levels.

2. Demonstrates ability to follow the SQ3R study plan.

3. Locates specific information in reference material by using the index.

4. Demonstrates ability to locate information by using the following parts of a book:

   Preface
   Table of Contents
   Glossary
   Index
   Title Page
   Copyright Date

5. Identifies key words in topic sentences and locates information in an index by the key word.

6. Demonstrates ability to read tables.

7. Demonstrates ability to locate and organize material for a written report.

8. Demonstrates ability to organize material for an oral report.

(Note: The above study skills should be developed during directed reading activities in content material. Most directed reading at this and following levels should be in content books with the primary purpose of developing study skills. Basal readers may be used periodically to refine and extend comprehension skills and for any re-teaching necessary in phonic and structural analysis.)

HANDWRITING

1. Refer to Level 8.

SPELLING

1. Refer to Level 4.

LEVEL 10

PHONIC ANALYSIS

1. Refer to Level 8.

STRUCTURAL ANALYSIS

1. Refer to Level 8 adding the following prefixes and suffixes:

Prefixes

mono-	dis-
uni-	mal-
bi-	mid-
tri-	mis-
deca-	un-
omni-	auto-
pan-	bio-
para-	hydro-
circum-	lith-
com-, con-	phono-
extra-	photo-
intra-	tele-
sub-	

Suffixes

-eer	-meter
-ier	-ology
-ster	-phobia
-ist	-scope
-arium	-most
-cide	-ic
-ee	-al
-gram	

Note: Some of these suffixes are used to form nouns and adjectives causing base words to change parts of speech, i.e., "employ" - "employee."

2. Identifies exceptions to syllabic generalizations.

3. Applies the rule requiring the use of a hyphen when separating a word at the end of a line.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates the human need to communicate through continued growth in expressional skills in:

Discussions
Story telling
Dramatization
Oral reading
Dramatic play
Oral descriptions
Oral planning
Sharing experiences
Reporting
Conversations
Summarizing
Choral speaking
Telephone behavior

2. Demonstrates continuing growth in oral reading in fluency, increased eye-voice span, and interpretation of the printed text through use of intonation, inflection, pitch, rhythm, and the identification of punctuation clues.

3. Selects correct word forms in spontaneous conversation, informal, and formal oral productions. See Level 8, Skill 3 and add the following words:

   began-begun
   drank-drunk
   chose-chosen
   fell-fallen
   grew-grown
   knew-known
   rang-rung
   sang-sung
   spoke-spoken
   threw-thrown
   wrote-written
   rode-ridden
   stole-stolen

4. Demonstrates ability to state oral reports.

5. Constructs stories and states them in story form.

6. States multiple-step directions accurately and follows them carefully.

7. Demonstrates ability to make introduction with poise.

8. Demonstrates ability to extend and refine ability to handle introductions.

9. Demonstrates ability to give a book talk.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to apply written language skills identified at levels 6,7,8, and 9. Note: Add the following words to Level 8, Skill 2:

   began-begun
   drank-drunk
   chose-chosen
   fell-fallen
   grew-grown
   knew-known
   rang-rung
   sang-sung
   spoke-spoken
   threw-thrown
   wrote-written
   rode-ridden
   stole-stolen

2. Identifies proper adjectives formed from proper nouns and capitalizes each one.

3. Applies the following rules for using commas:

   a. To separate the day of the month from the year, and after the year if the date appears in the middle of the sentence.

   b. To separate the name of a city from the name of the state and country in which it is located

   c. To set off the name of a person spoken to or about

   d. After the word "yes", "no", or "well" when a pause follows

   e. To set apart words in a series

   f. To separate words like "he said" from a direct quotation

   g. After the greeting of a friendly letter and the closing of any letter.

   h. When "and", "but", and "or" are used to combine two sentences into one, place a comma before these connective words.

4. Identifies and interprets the purpose of varying type style and punctuation in written language.

Ellipsis	Quotation marks
Dash	Comma
Italics	Semi-colon
Period	Apostrophe
Colon	Parenthesis
Exclamation point	
Question mark	

5. Writes answers to invitations.

STRUCTURE OF LANGUAGE

1. Demonstrates continuing ability to identify the structural elements of the English language at a 5^{1} level of difficulty.

   a. Letters
   b. Words
   c. Phrases
   d. Sentences
   e. Paragraphs
   f. Parts of speech

2. Identifies a topic sentence regardless of its position in a paragraph.

3. Discriminates between "its" as a possessive pronoun and "it's" as a contraction of the pronoun "it" and the verb "is."

4. Identifies adjectives by position in sentence, differentiating between those coming before a noun and those that follow verbs like am, are, is, was, will be, were, became, grew, looked, felt, and seemed.

5. Demonstrates ability to use the correct form of the verb "to be."

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Refer to Level 8, Skills 2,3,4, and 5 and maintain and refine these skills at a 5^{1} level of complexity.

3. Demonstrates ability to make word analogies.

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material at a 5^{1} level of difficulty in various literary forms and content material and apply the skills of literal, interpretive, and critical-evaluative comprehension.

2. Demonstrates increasing proficiency in identifying major patterns in content area reading, in adjusting reading rate to specific patterns, and in applying comprehension and study skills necessary in working with the patterns.

3. Applies comprehension skills to listening activities.

SELF-SELECTION

1. See Levels 3 and 6 under Self-Selection Category.

STUDY SKILLS

1. Demonstrates ability to maintain and refine study skills from previous levels adjusting to a 5^{1} level of difficulty.

2. Demonstrates ability to locate fiction books in the library through their alphabetical arrangement according to the last names of the authors.

3. Demonstrates ability to locate non-fiction books by the ten main categories of the Dewey Decimal System.

4. Demonstrates ability to locate a biography by its call letters.

5. Demonstrates ability to use the card catalogue in locating the call number or call letters of a book.

6. Locates material by using a cross-reference.

7. Demonstrates ability to use a dictionary to identify word origins and the part of speech of the entry word.

8. Locates information about important persons, places, and historical events in dictionaries.

9. Demonstrates ability to read diagrams.

HANDWRITING

1. Demonstrates increasing proficiency and refinement of skills in cursive handwriting.

2. Demonstrates ability to maintain manuscript form for:

   -Charts
   -Application Forms
   -Class Record Lists
   -Special Needs

SPELLING

1. Refer to Level 4

LEVEL 11

PHONIC ANALYSIS

1. Refer to Level 9

STRUCTURAL ANALYSIS

1. Refer to Levels 9 and 10 adjusting material to a 5^{2} level of difficulty.

ORAL LANGUAGE DEVELOPMENT

1. See Level 10
   Note: Skills identified at Level 10 are to be extended and refined.

2. Demonstrates ability to conduct a personal interview.

3. Demonstrates ability to initiate, continue, and conclude a conversation.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to maintain and refine the written language skills identified at Levels 6, 7,8,9, and 10 by applying them to written composition.

2. Writes titles and authors correctly.

3. Identifies meaning, correct spelling, and punctuation of various abbreviations met in a variety of contexts. (Those listed are only suggestive; teach what the pupil meets and needs.)

   -Days of the week
   -Months of the year
   -States
   -Titles of people
   -Parts of speech
   -Measurement
   -Common abbreviations used in address (st., blvd., rd.)
   -Others such as: a.m., p.m. Co., Inc. Mt., R.R., C.O.D., P.O.

4. Chooses from the following a courteous and business-like closing for a business letter:

   Yours sincerely,
   Sincerely yours,
   Very sincerely yours,
   Yours truly,
   Yours very truly,
   Very truly yours,

STRUCTURE OF LANGUAGE

1. Refer to Level 10
   Note: Skills identified at Level 10 are to be extended and refined at a 5^2 level of difficulty.

2. Identifies adverbs and discriminates the meaning they add to verbs by giving time (when), place (where), and manner (how).

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Maintains and refines at a 5^2 level of difficulty skills identified at Levels 8 and 10.

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material at a 5^2 level of difficulty in various literary forms and applies the skills of literal, interpretative, and critical-evaluative comprehension.

2. Demonstrates increasing proficiency in identifying major patterns in content area reading, in adjusting reading rate to specific pattern, and in applying comprehension and study skills necessary in working with the pattern.

3. Applies comprehension skills to listening activities.

SELF-SELECTION

1. See Levels 3 and 6 under Self-Selection category.

STUDY SKILLS

1. Demonstrates ability to maintain and refine study skills from previous levels adjusting material to a 5^2 level of difficulty.

2. Writes a three step outline.

HANDWRITING

1. Refer to Level 10.

SPELLING

1. Refer to Level 4.

LEVEL 12

PHONIC ANALYSIS

1. Refer to Level 8.

STRUCTURAL ANALYSIS

1. Refer to Levels 8 and 10 adding the following prefixes and suffixes if they are encountered in content being used for instructional purposes.

Prefixes

pro-	em-
out-	ill-
self-	ir-
enter-	col-
cor-	co-
mal-	

Suffixes

-ary	-ant
-ure	-ence
-ative	-wise
-let	-fold
-archy	-itis
-ity	-ance
-ible	

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates continuing growth and proficiency in applying skills identified at Levels 10 and 11.

2. Constructs a panel discussion observing the following guide:

a. Be prepared to talk intelligently by thinking, reading, asking questions, and by researching the topic.

b. Discuss only the topic; avoid irrelevancies

c. Listen to and think about contributions of other panel members

d. Make your statements as brief as possible

e. Do no interrupt other speakers under any circumstances

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to apply written language skills identified at Levels 6,7,8,9,10 and 11 substituting 6^1 level material for instructional tasks.

2. Writes first letter of names of races, religions, nationalities and language with capital letter.

3. Writes the first letter of the names of clubs, organizations, and business firms with capital letters.

4. Demonstrates ability to capitalize and punctuate sentences containing broken quotations.

5. Applies the following rules for using a colon:

   a. After the salutation of a business letter

   b. To separate hours from minutes in telling time.

   c. To introduce a list except when the list directly follows a verb or preposition

6. Applies the following rules for using a semicolon:

   a. In place of a conjunction between two closely related independent clauses

   b. Before connecting words like besides, however, moreover, nevertheless, then, therefore

   c. Between items in a series if the series contains commas

STRUCTURE OF LANGUAGE

1. Demonstrates continuing ability to identify the structural ele- of the English language at a 6^1 level of difficulty.

   a. Letters
   b. Words
   c. Phrases
   d. Sentences
   e. Paragraphs
   f. Part of speech

2. Identifies transitional words and phrases in paragraphs by applying the technique of asking "What word or words in this sentence tie it to an earlier sentence?"

3. Identifies common words that signal nouns (Determiners)

Articles	Numbers
the	one
a	two
an	three

Demonstratives	Indefinites
this	every
that	many
these	any
those	several

Indefinites (Cont.)

each
both
some

4. Identifies common prepositions.

of	to	at	into
in	for	on	under
by	with	from	toward
between		over	
down		across	
among		against	

5. Identifies pronouns as parts of speech and applies the following rules relative to their usage:

   a. Pronouns take the place of nouns.

   b. Pronouns can be either singular or plural.

   c. These pronouns are used as the subjects of verbs: I, we, he, she, they.

   d. These pronouns are used as objects of both verbs and prepositions: me, us, him, her, them.

   e. When a pronoun and a noun are used as a compound subject, use a subject pronoun.

   f. When a pronoun and noun are used as the subject of a verb, use a subject pronoun.

   g. Use a subject pronoun after forms of the verb "to be".

   h. Most pronouns have two possessive forms. My, your, her, its, ours, and theirs are used only when the possessive is followed by a noun. Mine, yours, hers, ours, and theirs are used when the possessive pronoun stands alone. His is used either before nouns or alone.

6. Identifies the three basic functions of nouns:

   a. Subject
   b. Object of verb
   c. Object of preposition

7. Identifies compound subjects and compound predicates.

8. Identifies a compound sentence as two independent clauses joined by connectives such as and, but, and or.

9. Identifies dependent clauses through naming signal words used to introduce them.

who	that	after
which	when	before
while	where	although
why	how	since
		because

10. Constructs sentences which demonstrate agreement in number and person between subject and verb according to the following rules:

    a. In the present tense a verb is said to agree in number with its subject.

    b. In the past tense, verbs have the same form with singular or plural subjects. The only exception is be.

    c. In the present tense, verbs normally add -s, or -es to agree with third person singular subjects.

    d. The present tense forms of be are am, is, are. Am is used with subject I; is is used with a third-person singular subject; are is used with plural subjects and you.

11. Identifies the principal parts of irregular verbs. (begin-began-begun; choose, chose, chosen; go-went-gone, etc.)

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Refer to Level 8, Skills 2, 3,4, and 5 and Level 10, Skill 3 and maintain and refine these skills at a 6[1] level of difficulty.

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material at a 6[1] level of difficulty in various literary forms and content material and apply the skills of literal, interpretive, and critical-evaluative comprehension.

2. Demonstrates increasing proficiency in identifying major patterns in content area reading, in adjusting reading rate to specific patterns, and in applying comprehension and study skills necessary in working with the patterns.

3. Applies comprehension skills to listening activities.

SELF-SELECTION

1. See Levels 3 and 6 under Self-Selection Category.

STUDY SKILLS

1. Demonstrates ability to maintain and refine study skills from previous levels adjusting to a 6[1] level of difficulty.

2. Locates specific information in an encyclopedia by using subheadings.

3. Compares information concerning a common entry to using two encyclopedias.

4. Locates specific information in an encyclopedia by using cross references.

5. Locates the call numbers of library books by using the card catalog.

6. Locates author, subject, and title cards in the card catalog.

7. Locates bibliographic information concerning specific books by using the card catalog.

8. Locates specific information by using the key to the index of a book.

9. Selects relevant headlines for newspaper articles.

10. Locates and distinguishes between types of information in various sections of a newspaper.

HANDWRITING

1. Demonstrates increasing proficiency and refinement of skills in cursive handwriting.

2. Demonstrates ability to maintain manuscript form for:

   -Charts
   -Application Forms
   -Class Record Lists
   -Special Needs

SPELLING

1. Refer to Level 4.

LEVEL 13

PHONIC ANALYSIS

1. Refer to Level 9.

STRUCTURAL ANALYSIS

1. Refer to Levels 9, 10, and 12 adjusting material to a 6^2 level of difficulty.

ORAL LANGUAGE DEVELOPMENT

1. Demonstrates ability to maintain and refine skills identified at Levels 10, 11, and 12.

WRITTEN LANGUAGE DEVELOPMENT

1. Demonstrates ability to maintain and refine the written language skills identified at Levels 6,7, 8,9,10,11, and 12 by applying them to written compostion.

STRUCTURE OF LANGUAGE

1. Refer to Level 12.
   Note: Skills identified at Level 12 are to be extended and refined at a 6^2 level of difficulty.

VOCABULARY DEVELOPMENT

1. Builds additional developmental vocabulary.

2. Maintains and refines at a 6^2 level of difficulty skills identified at Levels 8 and 10.

3. Identifies the following language forms:

   a. Slang
   b. Euphemism
   c. Dialect
   d. Echoic words
   e. Archaic expressions
   f. Recently coined words
   g. Words borrowed from other languages
   h. Idioms
   i. Colloquialisms

COMPREHENSION

1. Demonstrates ability to read increasingly longer units of material at a 6^2 level of difficulty in various literary forms and applies the skills of literal, interpretative, and critical-evaluative comprehension.

2. Demonstrates increasing proficiency in identifying major patterns in content area of reading, in adjusting reading rate to specific pattern, and study skills necessary in working with the pattern.

3. Applies comprehension skills to listening activities.

SELF-SELECTION

1. See Levels 3 and 6 under Self-Selection Category.

STUDY SKILLS

1. Demonstrates ability to maintain and refine study skills from previous levels adjusting material to a 6^2 level of difficulty.

2. Compares the functions and coverage of specific magazines.

3. Locates the following information about a magazine:

   Editor — Publisher
   Editorials — Contents
   Date of publication

4. Compares and contrasts various types of magazines.

   Sports — Science
   Mechanics — Nature
   News — Hobby
   Fashion — Home
   Etc.

5. Classifies advertisements in newspapers or magazines according to type of propaganda.

6. Differentiates between the usage of the abridged and unabridged dictionaries.

7. Locates origins histories, and meanings of words in an unabridged dictionary.

8. Demonstrates ability to use the dictionary to locate abbreviations, signs, symbols, proofreader's marks, biographical names, pronouncing gazeteer, and forms of address.

9. Selects correct source for specific reference problems from the following:

   Reader's Guide to Periodical Literature
   The World Almanac
   The Library Catalog
   Roget's Thesaurus
   Atlases
   Who's Who in America
   Subject Index to Poetry
   Other common reference materials and anthologies

10. Lists information on specific books in correct bibliographic form.

HANDWRITING

1. Refer to Level 12.

SPELLING

1. Refer to Level 4.

DIAGNOSTIC TEST

FROM

FREDERICK COUNTY, MD

NAME_____

EVALUATION INSTRUMENT - LEVEL O

MAJOR CATEGORY: AUDITORY DISCRIMINATION

1. Given the following pairs of words stated orally by teacher, student responds orally by stating whether pairs are the same words or not:

car - car	yes - yes
dog - big	went - want
fat - vine	this - this
look - look	then - where
house - horse	thing - think
of - off	zoom - zoom
and - can	our - out

2. Given the following pairs of words stated orally by the teacher, student responds orally by stating whether the word pairs rhyme or not:

cake - lake	cold - kite
mark - feet	hill - will
plate - door	rug - rode
call - fall	sit - hit
back - cow	nest - tree
ran - fan	bad - walk
cat - sat	look - talk
duck - tack	neck - nice
may - way	not - got
night - green	down - brown
sing - hen	bell - book
ten - pen	find - sand
let - met	fun - sun

MAJOR CATEGORY: VISUAL DISCRIMINATION

3. Using the following shapes: circle, square, and rectangle, student responds orally to the following kinds of questions with correct responses:

   a. Show me something big, little, tall, short.

   b. Find something that has the same shape as this..., and hold up the various shapes.

   c. Line up the children at the fountain. Tell the student to touch the one that is last; the one that is first; the one in the middle.

   d. Put your finger on the door knob; on the window pane; on the waste basket.

4. Give color chips of red, orange, yellow, green, blue, purple, brown, black, student names the color of each one.

5. Given a printed list of 5 first names, student points to his own name.

6. Given the following lines of letters and words written in manuscript form, the student points to the letter or word which is the same as the first letter or word.

E	E	T	F	H
I	L	I	T	F
b	d	b	p	q
P	R	D	P	B
u	v	w	y	u
l	k	i	l	t

MOTHER	FATHER	BROTHER	SISTER	MOTHER
KITTEN	MITTEN	LITTLE	KITTEN	FUNNY
WENT	WENT	WANT	WITH	WHAT
GET	PET	GET	BET	SET
BIG	BAG	BUG	BEG	BIG
CAN	CAT	CAN	CAP	CAR

7. Given the following sentence in manuscript writing, student identifies the visual form of a word by framing at least two words and pointing to two spaces:

THE DOG RAN DOWN THE STREET.

MAJOR CATEGORY: VISUAL-MOTOR COORDINATION

8. Given an irregular shape drawn on paper, student cuts out shape without deviating from line by more than 1/8 inch.

9. Given a page of pictures (3 pictures to a row; 3 rows to the page), student names pictures in left-to-right; top-to-bottom progression.

MAJOR CATEGORY: LISTENING SKILLS

10. After listening to the following story, student responds orally to questions listed below the story with an 85% level of competency.
FROM: Activity Book for Town and Country, Allyn and Bacon, Inc., page 43.

Motivation: You are going to hear a story about some people who visited a fair. What do you think happened?

Pupil's response:_____

Listen and see if were right.

In the fall many people go to the fair. It is easy to find because it says FAIR GROUNDS where everyone goes in.

In one big tent the people look at the farm animals. They see pigs, chickens, ducks, cows, horses, and maybe a pony.

In another tent they see the best cakes and other foods that were made in the kitchens on the farms. They can see funny shows in the small tents.

Many people like to look at the farm animals. Sometimes men buy the best ones.

Two men bought a pony. The pony kicked at the men when they tied a rope around his neck. But they put him in a truck and took him to their farm.

The next fall the pony had become so beautiful that the men took him to the fair. They wished that someone would buy him.

Detail: a. What animal did the two men in the story buy?

Sequence: Listen carefully to this part of the story again so that you can tell me <u>three</u> things the men did with the pony.

"Two men bought a pony. The pony kicked at the men when they tied a rope around his neck. But they put him in a truck and took him to their farm."

b. What was the first thing the men did to the pony?

What did they do next?

Then what did they do?

Specific word meaning:

c. In the sentence, "The next fall the pony had become so beautiful that the men took him to the fair," does the word "fall" mean something you see in a river, a time of the year, or to drop something?

Interpreting mood:

d. How do you think most of the people at the fair felt - sad, funny, or happy?

Inference: e. Why do people take their best animals to a fair?

Main idea: f. Which would be the best title for this story?

A Funny Show
Farm Animals
At the Fair Grounds

11. Given a three-part direction and the terms left and right orally by the teacher, the student follows them in sequence.

I will read you a three part direction.
Listen carefully, and then follow them in order.

1. Stand up.
2. Put your right hand on your nose.
3. Put your left hand on your ear.

MAJOR CATEGORY: ORAL LANGUAGE DEVELOPMENT

12. Given the Picture Interpretation Test, student demonstrates ability to extrapolate.

A. Directions

Present a picture to the student and tell him to look at it carefully. Ask the questions below. If no response is obtained, move down the list of questions until child responds. Record the response as near verbatim as possible.

B. Questions

1. What do you think will happen next?
2. What is happening in the picture?
3. What do you see in the picture?

C. Record response:

D. Evaluation

1. Ability to answer the first question indicates the highest level of oral language development. (Extrapolation-prediction)
   Example: I think the boy will fall off the box before he catches the butterfly. I hope he catches it.
2. Ability to answer the second question indicates that child can interpret the "here-and-now" through language. (Interpretation)
   Example: The boy is on the box. He is catching the butterfly.

3. Responding only to the last question, (Enumeration), or no response at all, indicates a need for many experiences that will promote language development prior to reading instruction.
   Example: house box
   butterfly boy

MAJOR CATEGORY: LETTERS OF THE ALPHABET

13. Given a printed list of letters of the alphabet, or alphabet flash cards containing both upper and lower case letters, student names each letter. The following order is suggested:

O X A B T C L R I S P N F
E H D M K Z J Y W G Q U V

O X S C I P T M K Z E W R
J Y T N A H V U B D L G Q

Name:_____

EVALUATION INSTRUMENT - LEVEL 1

MAJOR CATEGORY: SIGHT VOCABULARY

1a. Experience Story Approach

Given word cards from his experience stories, student names 50-75 words correctly excluding proper nouns.

1b. Basal Reader Approach

Given Level 1 of the Informal Word Recognition Inventory, student names 85% of the words correctly.

Level 1:

1. AND
2. WE
3. AT
4. GO
5. SEE
6. A
7. THE
8. TRAIN
9. LOOK
10. DOWN
11. RIDE
12. STOP
13. IT
14. CAN
15. AIRPLANE
16. OUT
17. MOTHER
18. WHAT
19. FATHER
20. MAKE

MAJOR CATEGORY: PHONIC ANALYSIS

2. Given the following pairs of words stated orally by teacher, student responds orally by stating whether pairs begin with the same sound or different sounds:

most - my	late - song
dime - sand	note - mile
rat - came	book - big
cow - keep	got - good
Jim - wind	here - pay
far - first	hat - he
light - last	gave - fun
help - bed	Jack - joke
paint - pick	call - had
game - name	like - milk
bake - cook	red - ring
name - night	yard - yet
sing - soap	nose - barn
wing - long	zoo - zebra
tell - to	fish - store
tent - want	vote - very
walk - wait	down - dark

3 Given the following words stated orally by the teacher, student responds orally with a word that rhymes.

Stimulus

a. shake - _____

b. tall - _____

c. tan - _____

d. vat - _____

e. way - _____

f. den - _____

g. met - _____

h. pill - _____

i. bit - _____

j. hook - _____

k. dot - _____

l. town - _____

m. bun - _____

MAJOR CATEGORY: STRUCTURAL ANALYSIS

4. Given the following list of singular nouns or words from the student's sight vocabulary whose plurals are formed by adding s, student will write the plural forms and name the words formed.

1. BOY	3. BALL
2. CAR	4. CAT

MAJOR CATEGORY: COMPREHENSION

5.A. Experience Story Approach

After listening to the following story, student responds orally to questions listed below the story with an 85% level of competency.
FROM: Activity Book for Town and Country, Allyn and Bacon, Inc., page 26.

Motivation: You are going to hear a story about a puppy in a pet store. What do you think happened to him?

Pupil's response:_____

Listen, and see if you were right.

A puppy lived with his mother in the window of a pet store. He liked to look out the window and watch the people go by. Sometimes the people stopped to look at him. Many children went by the pet store window.

"You are big now. Soon a man will come to take you away," said the puppy's mother.

"Will I like that?" he asked.

"Oh, yes," said his mother. "You will have a nice home and many friends. A puppy cannot stay with his mother forever."

The puppy saw some children coming. He ran to the window to see them. He ran so fast that he bumped into the window.

"Bow-wow!" the puppy barked. "I bumped my nose."

A man came into the pet store. He said, "I want the little puppy who just bumped his nose. My boys will like him." He gave the pet store man some money and tock the puppy home.

"Bow-wow!" barked the puppy when he saw the man's big farm. "What a nice new home I have!"

Detail: 1. Where did the puppy live with his mother?

Inference: 2. Why are there pet stores?

Vocabulary: 3. In the sentence, "The puppy liked to watch the people go by," does the word "watch" mean something to tell time by or look at?

Sequence: 4. Listen to this part of the story and tell me the first two things the puppy did after he saw the children.

The puppy saw some children coming. He ran to the window to see them. He ran so fast that he bumped into the window. "Bow-wow!" the puppy barked. "I bumped my nose."

Main Idea: 5. Which would be the best title for this story?

A Pet Store Man
A Puppy Gets a New Home
Children at a Pet Store

5.B. Basal Approach

After reading silently the Level 1 selection from the Informal Reading Inventory, student responds orally to the questions listed below the story with an 85% level of competency.

Motivation: In this story Sue's father and her brother, Jimmy, are building something for Sue. What do you think it might be?

Pupil response:_____

Read to see if you were right.

Silent Reading (29 words) Score: 20% per question

FUN WITH FATHER

"SUE," SAID FATHER.
"HERE IS A LITTLE TOY HOUSE."
"IT IS FOR YOU."
"OH, FATHER," SAID SUE.
"A LITTLE TOY HOUSE FOR ME!
I LIKE IT."

Comprehension check:

Main Idea: 1. What did Father tell Sue he had for her?

Detail: 2. Who is the first speaker?
3. How did Sue feel about receiving the toy house?

Inference: 4. What could Sue do with a toy house?

Vocabulary: 5. What is another word for little?

Name:_____

EVALUATION INSTRUMENT - LEVEL 2

MAJOR CATEGORY: PHONIC ANALYSIS

1. Given the following list of words stated orally by teacher, student names or writes the letter that stands for the initial consonant sound of each word:

a.	batch	f.	deft	k.	hulk	p.	yacht
b.	foil	g.	keel	l.	nape	q.	ramp
c.	jade	h.	gape	m.	zest	r.	terse
d.	coin	i.	malt	n.	wean	s.	vague
e.	lair	j.	par	o.	soot		

2. Given the following list of words stated orally by the teacher, student names or writes the letter that stands for the final consonant sound of each word:

a.	dig	e.	roof	i.	dive	m.	steer
b.	trip	f.	dark	j.	dress	n.	peel
c.	tub	g.	from	k.	buzz	o.	shut
d.	had	h.	hen	l.	bridge		

3. Given the following list of words stated orally by the teacher, student names or writes the letter that stands for the sound of the initial digraph in each word:

a. whale b. think c. shore d. churn

4. Given the following list of written words, student writes three or more words that rhyme with the stimulus word by substituting another consonant for the initial consonant in the stimulus word and names the new words written. (Accept nonsense words if child can pronounce them.)

WIN	LOOK	TEN
__IN	__OOK	__EN
__IN	__OOK	__EN
__IN	__OOK	__EN

MAJOR CATEGORY: STRUCTURAL ANALYSIS

5. Given the following columns of words, student draws a line between the two that make compound words:

CAN	HOUSE
IN	GET
PLAY	NOT
FOR	TO

6. Given the following words and sentences, student underlines the correct word for each blank:

1. THE BOY RAN TO THE TREE AND _____ UP IN IT.

   JUMP - JUMPED - JUMPING

2. THE GIRLS CAN _____ IN THE HOUSE TODAY.

   PLAY - PLAYS - PLAYED

3. MOTHER _____ IN THE HOUSE TODAY.

   WORK - WORKS - WORKING

4. THE CAT IS _____ AT THE DOG.

   LOOK - LOOKS - LOOKING

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

7.a. Experience Story Approach

Given word cards from his experience stories, student names 175-200 words correctly, excluding proper nouns.

7.b. Basal Reader Approach

Given Level 2 of the Informal Word Recognition Inventory, student names 85% of the words correctly.

Level 2:
1. DUCK
2. HILL
3. DID
4. MAY
5. THEY
6. SOON
7. KNOW
8. HELLO
9. ONE
10. LETTER
11. CALLED
12. THREE
13. BOYS
14. WHO
15. BOX
16. AFTER
17. WHERE
18. PENNY
19. THERE
20. BALLOONS

MAJOR CATEGORY: COMPREHENSION

8. After reading silently Level 2 selection from the Informal Reading Inventory, student responds orally to the questions listed below the story with an 85% level of competency. FROM: The ABC Up the Street and Down, Pp. 122-123.

Motivation: In this story Freddie is given a job. Do you think he will do his work?

Pupil response:_____

Read this to yourself and see if you were correct.

Silent reading (66 words)

"OH, HELLO, FREDDIE," SAID SUE.
"WILL YOU PLEASE LOOK AFTER MY DUCK?"
THEN SUE RAN INTO THE SCHOOL.
SOON THE BOYS AND GIRLS CAME OUT.
THE BOYS HAD AIRPLANES AND TRAINS.
THE GIRLS HAD BIG DOLLS AND LITTLE DOLLS.
THEY ALL HAD SOMETHING FOR THE MOTHERS AND FATHERS TO SEE.
FREDDIE LOOKED AT ALL THE TOYS.
BUT HE DID NOT LOOK AFTER THE LITTLE YELLOW DUCK.

Comprehension check:

Main Idea:

1. WHAT DID SUE ASK FREDDIE TO DO?

_____

Detail:

2. WHAT DID THE BOYS HAVE?

_____

3. WHAT DID THE GIRLS HAVE?

_____

Organization:

4. WHAT DID SUE DO AFTER SHE TALKED TO FREDDIE?

_____

5. WHAT HAPPENED NEXT? _____

Inference:

6. WHY DID THE CHILDREN BRING OUT THEIR TOYS?

_____

7. WHAT WILL HAPPEN TO THE DUCK?

_____

8. WHY DIDN'T FREDDIE LOOK AFTER THE DUCK?

_____

Vocabulary:

9. IN THE SENTENCE, "WILL YOU PLEASE LOOK AFTER MY DUCK?', WHAT DOES LOOK AFTER MEAN?_____

10. TELL ME THE WORDS WITH OPPOSITE MEANINGS IN THIS SENTENCE: "THE GIRLS HAD BIG DOLLS AND LITTLE DOLLS."

_____

NAME: _____

EVALUATION INSTRUMENT - LEVEL 3

MAJOR CATEGORY: PHONIC ANALYSIS

1. Given the following list of words read orally, student names or writes the consonant blend heard in the initial position:

a. snag	l. smear
b. spike	m. frisk
c. track	n. glum
d. cream	o. gripe
e. blithe	p. plush
f. stint	q. quest
g. bray	r. skit
h. swap	s. prance
i. clog	t. scare
j. dredge	u. slump
k. flounce	

2. Given the following digraphs and rhyming parts student constructs and states new words made.

SH	___ AKE	___ OT	___ UN
TH	___ AN	___ AT	___ EN
CH	___ AT	___ ILL	___ IN
WH	___ EN	___ ACK	___ ITE

3. Given the following blends and rhyming parts student constructs and states the new words made:

BR	___ IGHT	___ ING	___ OWN
SM	___ ACK	___ ELL	___ ALL
BL	___ OT	___ IGHT	___ ACK
SC	___ OLD	___ AN	___ AT
DR	___ ILL	___ OWN	___ AKE
PL	___ AY	___ IGHT	___ OT

4. Given the following list of words read orally, student writes or states the final digraph or blend heard at the end of each word:

a. bush	e. wasp	i. bent
b. tack	f. bunk	j. best
c. desk	g. kind	k. hung
d. march	h. cloth	

5. Given the following words, and final consonants, consonant blends, and consonant digraphs, student constructs and names the new words he has made:

MAN	HAD	BAT	EAT
__SH	__NG	__NK	__CH
__D	__ND	__CK	__ST
__SK	__S	__TH	__R

MAJOR CATEGORY: STRUCTURAL ANALYSIS

6. Given the following list of words stated orally, student states the number of syllables heard in each word.

   a. people
   b. policeman
   c. sleep
   d. officer
   e. almost

7. Given the following sentences containing compound words, student reads the sentence pronouncing the compound word correctly:

   A. HE PUT WOOD IN THE FIREPLACE.

   B. WE HAVE A DOG THAT IS A GOOD WATCHDOG.

   C. I CRY WHEN I AM UPSET.

8. Given the following list of root words with variant endings, student draws a ring around each root word and underlines the ending:

   A. FISHING
   B. TELLS
   C. PAINTED
   D. NAMED
   E. THINKING
   F. WALKED

9. Given the following lists, student matches each contraction with the two words from which it was made.

I'M	IS NOT
DIDN'T	I AM
ISN'T	IT IS
DON'T	DO NOT
IT'S	DID NOT

10. Given the following sentences, student draws a line under the correct word:

A. THE GIRLS PUT THE MONEY IN _____ BAG.

MOTHERS MOTHER'S

B. THE _____ WERE HAPPY TO PLAY.

BOYS BOY'S

C. THE _____ MILK IS IN THE DISH.

CATS CAT'S

MAJOR CATEGORY: STRUCTURE OF LANGUAGE

11. Given the following statements, student responds orally or in

a. Name or write 5 consonants.
b. Name or write 5 vowels.

12. Given the following exercise, student writes the missing letters:

B__D__F __FGH__ __O__Q__ S___U___

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

13. Given Level 3 of the Informal Word Recognition Inventory, student names 85% of the words correctly.

1. GARDEN	10. RABBIT	19. SNOW
2. FLOWERS	11. BARN	20. ARMS
3. OFF	12. BOOK	
4. PAINT	13. COUNTRY	
5. RAIN	14. TRUCK	
6. WAY	15. TOOK	
7. STAND	16. SHALL	
8. JUST	17. BEGAN	
9. HOW	18. CHIMNEY	

MAJOR CATEGORY: COMPREHENSION

14. Having read the Level 3 selection silently from the Informal Reading Inventory, student responds orally to the questions listed below the passage with an 85% level of competency. Level 3 - The ABC Around Green Hills

Motivation: In this story you will read about fun in the snow. What do you think the title of this story means?

Pupil response: _____

Read silently to find out.

Silent reading (62 words)

FLY FAST

ONE COLD MORNING LITTLE FREDDIE SAW MR. DAY COMING OUT OF THE STORE. MR. DAY WAS HOLDING A VERY BIG BAG.

"HELLO!" CALLED FREDDIE. "WOULD YOU LIKE ME TO TAKE THAT BIG BAG HOME FOR YOU? I CAN TAKE IT ON MY NEW SLED."

MR. DAY LOOKED AT FREDDIE'S SLED. ON IT WAS THE NAME FLY FAST IN GOLD LETTERS.

Comprehension check:

Main Idea:
1. How did this story get its name?

Detail:
2. What time of day is it?
3. Whom did Freddie meet this cold morning?
4. What did Mr. Day do instead of answering Freddie right away?
5. What did Mr. Day see on the sled?

Inference:
6. What time of year is it in this story?
7. How was Freddie going to help Mr. Day?
8. Why did Mr. Day look at Freddie's sled?

Vocabulary:
9. Find two different words that show the sled belonged to Freddie.
10. What did the word letters mean in this sentence: "On it was the name Fly Fast in gold letters."

MAJOR CATEGORY: HANDWRITING

15. Given a copy of the following items in Manuscript form, student makes them meeting Manuscript standards:

    Upper case alphabet
    Lower case alphabet
    Numerals 1-10
    Symbols (+, -, < , >)
    (., ?, !, " ", and ,)

16. Given the following sentence to copy:

    We love our flag, red, white, and blue.

    student scores in "Good" or "Medium" category according to Manuscript Evaluation Scale for First Grade.

Name: _____

EVALUATION INSTRUMENT - LEVEL 4

MAJOR CATEGORY: PHONIC ANALYSIS

1. Given the following list of words stated orally by the teacher, student writes the letter that stands for the vowel sound of each word and indicates whether it is a short or long sound by writing the letter L or S after the vowel letter.

   a. white _____
   b. deck _____
   c. flap _____
   d. joke _____
   e. mumps _____
   f. cute _____
   g. waste _____
   h. hint _____
   i. shot _____
   j. cede _____

MAJOR CATEGORY: STRUCTURAL ANALYSIS

2. Given the following exercise on inflection changes, student reads the written directions and completes the assignment:

   READ THE WORDS AND QUESTIONS. DRAW A LINE UNDER THE RIGHT ANSWER TO EACH QUESTION:

   RUN RUNNING

   HOW DO YOU MAKE RUNNING FROM RUN?
   1. PUT ON N AND THEN ING.
   2. JUST PUT ON ING.

STOP STOPPED

HOW DO YOU MAKE STOPPED FROM STOP?

1. PUT ON P AND THEN ED.
2. JUST PUT ON ED.

WANT WANTING

HOW DO YOU MAKE WANTING FROM WANT?

1. PUT ON T THEN ING.
2. JUST PUT ON ING.

COME COMING

HOW DO YOU MAKE COMING FROM COME?

1. TAKE OFF THE E AND PUT ON ING.
2. JUST PUT ON ING.

MAJOR CATEGORY: STRUCTURE OF LANGUAGE

3. Given the following list of written words, student numbers them in alphabetical sequence.

_____ FIVE	_____HAND	_____SING
_____ UNDER	_____MILK	_____ROOM
_____ JUST	_____BUS	_____DOOR

4. Given the following sentence, student identifies word or words that answer the questions who, what, when, where, why, and how?

READ THE FOLLOWING SENTENCE AND ANSWER THE QUESTIONS WITH A WORD OR PHRASE FROM THE SENTENCE.

MARY WALKED SLOWLY TO THE STORE THIS MORNING BECAUSE SHE WAS TIRED.

WHO?

WHAT?

HOW?

WHERE?

WHEN?

WHY?

5. Given the following sentences, student reads the sentences and writes or names the antecedent for each pronoun underlined.

1. NANCY AND SUSAN WENT TO <u>THEIR</u> ROOM.
   THEIR - _____
2. BOB AND BETTY WENT TO THE STORE.
   <u>THEY</u> BOUGHT CANDY.
   THEY - _____
3. SPOTTY HAS <u>HER</u> FAMILY ON THE BED.
   HER - _____
4. SALLY SAID, "THIS IS <u>MY</u> BALL."
   MY - _____
5. LOOK AT MARY, <u>SHE</u> IS A PRETTY GIRL.
   SHE - _____

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

6. Given Level 4 of the Informal Word Recognition Inventory, student names 85% of the words correctly.

1. BOAT
2. ROCKY
3. WIFE
4. WARM
5. FIELDS
6. AUNT
7. NEVER
8. BUILDING
9. TRAVELED
10. GOAT'S
11. EVENING
12. FOOT
13. KEEPER
14. READING
15. ROOF
16. ANY
17. THINK
18. PICTURES
19. CHRISTMAS
20. CLOSED
21. HOPE
22. SHORTEST
23. FELT
24. FIXED
25. ALMOST

7. Given the following exercise, student underlines the word that is opposite or nearly the opposite of the underlined word.

DIRECTIONS: CHOOSE A WORD IN EACH LINE WHICH MEANS THE OPPOSITE OR NEARLY THE OPPOSITE OF THE FIRST WORD IN EACH ROW. DRAW A LINE UNDER IT.

1.	WHITE	YELLOW	BLACK	BACK
2.	WORK	FUNNY	HAPPY	PLAY
3.	DAY	PLAY	RED	NIGHT
4.	OLD	MOTHER	ON	NEW
5.	RUN	WALK	FAST	LOOK
6.	LITTLE	EVERY	BIG	HUNGRY
7.	OFF	OUT	HIGH	ON
8.	FOUND	LOST	GOOD	TOP
9.	NEAR	FAR	IN	LAUGH
10.	LAST	RUN	FAST	FIRST

8. Given the following exercise, student writes the word that means the same or almost the same as the underlined word or words in the sentences.

DIRECTIONS: WRITE THE WORD THAT MEANS THE SAME OR ALMOST THE SAME AS THE UNDERLINED WORDS OR WORD IN THE SENTENCES. CHOOSE FROM THE WORDS LISTED BELOW:

CLASS - CHILDREN - HOPED - SOFT - GAY

1. DANNY <u>WISHED</u> THAT HE WOULD BE ABLE TO GO._____
2. THE CHILDREN IN OUR <u>ROOM</u> WERE IN A PARADE._____
3. THE BEARS WERE VERY <u>HAPPY</u> PLAYING TOGETHER._____
4. I LIKE TO HEAR <u>QUIET</u>, PRETTY MUSIC._____
5. THE <u>BOYS AND GIRLS</u> HAD FUN AT THE ZOO._____

9. Given the following lists of words, student matches the homonyms:

DIRECTIONS: DRAW A LINE BETWEEN TWO WORDS WHICH SOUND ALIKE.

KNOW	THEIR
HEAR	NO
THERE	WOULD
BY	HERE
ROAD	BUY
WOOD	RODE

MAJOR CATEGORY: COMPREHENSION

10. Given the Level 4 selection in the Informal Reading Inventory to read silently, student answers the comprehension questions with an 85% level of competency.
Level 4 - The ABC Down Singing River, page 194

Motivation: In this old tale some unusual events take place. What is unusual about the title?

Pupil response:_____

Read silently to see if you were correct.

Silent Reading (76 words)

THE SUN TREE

ONCE UPON A TIME AN OLD WOMAN LIVED IN A SMALL HOUSE NEAR THE WOODS. SHE LIVED ALL ALONE WITH HER PET BIRD. HE CALLED "GOOD DAY" TO ANYONE WHO CAME TO THE HOUSE.

PEOPLE LIKED THE OLD WOMAN. THEY LIKED HER LITTLE HOUSE, FOR IT WAS ALWAYS FILLED WITH WARM LIGHT. THE LIGHT DID NOT COME FROM THE SUN. IT CAME FROM A FLOWERING APPLE TREE THAT STOOD CLOSE BY THE DOOR.

Comprehension check:

Detail:
1. Who is the story about?
2. Where did the old woman live?
3. What kind of pet did the old woman have?
4. Where did the light come from?

Organization: 5. Tell me three things that made the old woman's house a pleasant place to visit.

Inference: 6. How did the neighbors feel about visiting this old woman?
7. What was unusual about the woman's house?
8. How is this apple tree different from most apple trees?

Vocabulary: 9. Which word best describes the house: cheerful, gloomy, ugly?
10. In this sentence, "It came from a flowering apple tree that stood close by the door." , what does flowering mean?

MAJOR CATEGORY: STUDY SKILLS

11. Given the following Table of Contents, student answers the questions which follow it:

THINKING OF OTHERS

THE SNOWSTORM. . . . . .CAROLYN HAYWOOD 35
THE POPCORN. 40
THE HOT WEATHER MIX-UP . . . . . .FRANCES WATTS 45
FRIENDS (POEM) . . . . . .MAY JUSTUS 50
QUIBBLE (POEM) . . . . . .EVE MERRIAM 51

1. What is the title of the first story in this unit?

_____

2. On what page does the first story begin?

_____

3. On what page will the second story end?

_____

4. Who wrote the poem, Friends?

_____

5. Find and write the name of a subtitle.

_____

6. Find and write the name of the unit title.

_____

Name:_____

EVALUATION INSTRUMENT - LEVEL 5

MAJOR CATEGORY: PHONIC ANALYSIS

1. Given the following list of words stated orally by the teacher, student names or writes the letters that stand for the initial three-letter blend of the following words:

a. split	d. scream
b. spruce	e. thresh
c. strum	f. squeal

2. Given the following list of words containing vowel digraphs and diphthongs to read orally, student decodes the words accurately:

A. GROAN	G. CHOICE
B. MEAL	H. PLOW
C. SPEED	I. HAUL
D. PAID	J. OYSTER
E. CLAW	K. BLEW
F. BLOUSE	

MAJOR CATEGORY: STRUCTURAL ANALYSIS

3. Given the following written exercise, student reads the directions and completes the assignment independently:

WRITE THE PLURAL FOR EACH OF THE FOLLOWING WORDS:

1. GAS_____	5. ROBIN_____
2. TRUCK_____	6. BRUSH_____
3. CLASS_____	7. AX_____
4. COUCH_____	8. FAMILY_____

4. Given the following written exercise, student reads the directions and completes the assignment independently:

ADD THE SUFFIXES -ED AND -ING TO THE FOLLOWING ROOT WORDS.

	-ED	-ING
1. CARRY	_____	_____
2. JUMP	_____	_____
3. HATE	_____	_____

MAJOR CATEGORY: WRITTEN LANGUAGE DEVELOPMENT

5. Given the following sentences in written form, student underlines the correct word for each blank:

UNDERLINE THE CORRECT WORD THAT SHOULD BE USED IN EACH OF THE FOLLOWING SENTENCES:

1. GUESS WHAT I _____ LAST WEEK. (SAW - SEEN)
2. ONE OF THE COWBOYS _____ DOING ROPE TRICKS. (WAS - WERE)
3. HAVE YOU EVER _____ TO AN AIRPORT? (GONE - WENT)
4. I DON'T HAVE _____CRAYONS. (NO - ANY)
5. MY SISTER AND _____ KNEW WHAT WAS IN THE BOX. (ME - I)
6. HAVE THEY _____ YOU THE TICKETS FOR THE FAIR? (GAVE - GIVEN)
7. HAS JOHN _____ HIS JACKET OUT OF THE CLOSET? (TOOK - TAKEN)
8. HAS SHE _____ HER LUNCH? (ATE - EATEN)
9. _____ THE CAKES AND PIES FOR SALE? (IS - ARE)
10. THE MONKEY HAS _____ UP THE FLAGPOLE. (RUN - RAN)

6. Given the following address, student writes it in correct form:

mr carl woods
45 pine street
frederick maryland 21701

7. Given the following letter, student inserts the correct punctuation marks and draws a ring around all words that should be capitalized.

may 4 1970

dear bill

i want you to come to my birthday party on monday. mrs. brown is going to read my new book to us. It is called the happy egg. Can you come

your friend
jack

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

8. Given Level 5 of the Informal Word Recognition Inventory, student names 85% of the words correctly.

1. GRAY
2. ROUND
3. TALLEST
4. CAGE
5. BECAUSE
6. LIBRARY
7. HARDLY
8. BUNCHES
9. ELVES
10. SIGN
11. REINDEER
12. OR
13. SAME
14. JOKE
15. HIT
16. STRANGE
17. HEARING
18. NOON
19. AIR
20. HUNTER
21. PLATES
22. SEEMED
23. EAST
24. MYSELF
25. GOOSE

MAJOR CATEGORY: COMPREHENSION

9. After reading the Level 5 selection silently from the Informal Reading Inventory, student answers the comprehension questions with an 85% level of competency.
Level 5 - The ABC Over a City Bridge, page 204

Motivation: This is a story about a boy and girl who had a problem to solve. It had something to do with their clothes. What do you think it was?

Pupil response: _____

Read silently to see if you were correct.

Silent reading (87 words)

A Trip to Harbor City

Summer had come to Red Oaks. The days were hot. It was time for children to wear sun suits.

Peter and Betsy Woods had been growing fast. They could no longer wear their last summer's play suits.

Mrs. Woods said, "Maybe Father will drive us to Harbor City. Then we could buy some summer clothes at the City Fair."

"I must reach my office early," said Mr. Woods. "I'll gladly drive you, if we can get to the city by nine o'clock."

Comprehension check:

Detail:
1. What time of year is it?
2. Who had a suggestion for solving the problem?
3. What was the suggestion?
4. On what condition did Mr. Woods say he would take the family to Harbor City?

Inference:
5. Does the family live in the country or the city?
6. What problem did Peter and Betsy have?
7. Why didn't Mother drive the children into the city for new clothes?

Vocabulary:
8. What does the word drive mean in this sentence, "I'll gladly drive you if we can get to the city by nine o'clock."
9. In this sentence, "I must reach my office early," said Mr. Woods, what does "reach" mean?

MAJOR CATEGORY: SPELLING

10. Given the following list of words to write from dictation, student achieves an 85% or better score.

1. after	11. hen
2. apple	12. house
3. back	13. little
4. bears	14. men
5. book	15. other
6. came	16. rabbit
7. dear	17. schools
8. eggs	18. thank
9. funny	19. white
10. going	20. add

(Do not retain a child in Level 5 if he fails to meet this competency level in spelling. Move him to Level 6 if he meets the 85% criterion on the other items in the test, but continue instruction in spelling at his present level.)

Name:_____

EVALUATION INSTRUMENT - LEVEL 6

MAJOR CATEGORY: PHONIC ANALYSIS

1. Given the following list of words containing phonetically irregular words, student orally decodes the words correctly:

A. CENT	K. THROW
B. GEM	L. BROOM
C. SCOLD	M. STOOD
D. BLIND	N. TRY
E. MILD	O. FOGGY
F. SPARK	P. KNIGHT
G. BERTH	Q. WRING
H. SHORT	R. LISTEN
I. HALT	S. COMB
J. CROWN	T. THICK

MAJOR CATEGORY: STRUCTURAL ANALYSIS

2. Given the following list of written words and sentences, student identifies the root word and selects the correct word to fit the meaning of the sentence.

IN THE COLUMN A, DRAW A RING AROUND THE ROOT WORD. THEN MATCH THE WORDS IN COLUMN A WITH THE SENTENCES IN COLUMN B BY DRAWING A LINE BETWEEN THE TWO THAT GO TOGETHER.

A	B
A. TREELESS	1. THE HOUSE LOOKED OLD BECAUSE IT WAS _____.
B. UNPAINTED	2. THE TRAIN CAME _____ TO A STOP.
C. THANKFUL	3. IF THE FOREST IS BURNED, IT WILL BE _____.
D. RETURNING	4. I AM _____ FOR MY NICE HOME.
E. SLOWLY	5. I WILL BE _____ MY LIBRARY BOOK TOMORROW.

MAJOR CATEGORY: WRITTEN LANGUAGE DEVELOPMENT

3. Given the following evaluation in written language development, student reads the directions and completes the assignment independently:

WRITTEN LANGUAGE REVIEW

I. WRITE THE GROUPS OF WORDS THAT ARE SENTENCES. PUT PERIODS AT THE END.

A. LIKE A BIG BOOK

B. THE BOX WAS VERY HEAVY

C. ON THE DESK IN THE ROOM

D. IN THE STORY YESTERDAY

E. MARY PUT THE CAT OUTSIDE

II. COPY THE FOLLOWING SENTENCES. PUT THE CORRECT PUNCTUATION MARKS AT THE ENDS. AFTER EACH SENTENCE, WRITE WHETHER THE SENTENCE IS A TELLING SENTENCE, AN ASKING SENTENCE, OR AN EXCLAMATORY SENTENCE.

A. WE HAD A GOOD TIME AT THE PARTY

_____

B. DID YOU HAVE FUN

_____

C. WHAT DID YOU DO

_____

D. WE ATE CAKE AND ICE CREAM

_____

E. MY, IT WAS GOOD

_____

III. UNDERLINE THE RIGHT WORD FOR EACH BLANK.

A.	RUN, RAN	JOHN HAD NEVER _____ IN A RACE BEFORE.
B.	ARE, IS	THE BOYS _____ IN THE YARD.
C.	WAS, WERE	JANE AND SALLY _____ PLAYING WITH THEIR DOLLS.
D.	NO, ANY	WE DON'T HAVE _____ NEW WORK TO DO TODAY.
E.	AREN'T, ISN'T	MOTHER AND I _____ GOING TO THE STORE TODAY.
F.	WENT, GONE	DICK HAS _____ TO A BALLGAME.
G.	JOHN AND I I AND JOHN	_____ ARE GOING TO WATCH TV.
H.	GAVE, GIVE	I _____ MARY BY BOOK TO READ.
I.	DID, DONE	TOM HAS _____ HIS BEST WORK.
J.	ME AND JEAN, JEAN AND ME	BILL SAW _____ AT THE PARK YESTERDAY.
K.	THOSE, THEM	_____ BOOKS ARE YOURS.
L.	WASN'T, WEREN'T	THE BOYS _____ AT HOME LAST NIGHT.
M.	CAME, COME	BOB HAS _____ TO SCHOOL WITH ME EVERY MORNING.

N. SAW, SEEN THEY _____ A BIG DOG RUNNING DOWN THE STREET.

IV. WRITE THE FOLLOWING WORDS CORRECTLY:

A. HALLOWEEN _____

B. THANKSGIVING _____

C. SUNDAY _____

D. FRIDAY _____

E. JUNE _____

F. SEPTEMBER _____

V. WRITE THESE GREETINGS, CLOSINGS, AND SIGNATURES CORRECTLY. BE SURE TO PUT IN THE RIGHT PUNCTUATION MARKS.

DEAR MR JONES _____

DEAR SUSAN _____

YOUR FRIEND _____

YOUR SON _____

JAMES H WHITE _____

SALLY M BROWN _____

VI. COPY THE FOLLOWING LETTER CORRECTLY PUTTING IN CAPITAL LETTERS AND PUNCTUATION MARKS, WHERE NEEDED.

53 PINE AVENUE
EASTON OHIO 21701
MAY 25 1971

DEAR BOB

OUR CLASS IS GOING ON A FIELD TRIP TO WASHINGTON D C ON JUNE 3 1971 CAN YOU GO WITH US PLEASE LET ME KNOW SOON

YOUR FRIEND
BILL SMITH

VII. WRITE THE FOLLOWING SENTENCES CORRECTLY.

A. JANE AND I LIVE IN BALTIMORE MARYLAND
B. WE LIVE ON PARK AVENUE
C. HIS NAME IS MR TOM S JONES
D. TOMORROW WILL BE TUESDAY
E. THE DATE WILL BE APRIL 14

VIII. UNDERLINE THE CORRECT WORD FOR EACH OF THE FOLLOWING SENTENCES.

1. _____HOUSE IS PAINTED WHITE. (HOUR - OUR)
2. DID YOU _____ WHAT I SAID? (HERE - HEAR)
3. I HAVE _____ MANY BOOKS TO READ. (TWO - TOO)
4. MOTHER WANTS TO _____ ME. (SEA - SEE)
5. I WENT _____ YOUR HOUSE TODAY. (BY - BUY)

IX. WRITE IN SEQUENCE THE FOLLOWING SENTENCES IN PARAGRAPH FORM. USE YOUR BEST HANDWRITING.

1. THEN SHE CUT THE APPLES INTO SMALL PIECES.
2. SHE REACHED IN THE SILVER BOX FOR HER KNIFE.
3. SHE PUT THEM ON THE KITCHEN TABLE.
4. MOTHER GOT SOME APPLES FROM A BAG.

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

4. Given Level 6 of the informal Word Recognition Inventory, student names 85% of the words correctly.

1. TREASURE
2. MAILED
3. CABINS
4. DONE
5. WORTH
6. BEAUTIFUL
7. SKATING
8. TELEVISION
9. LOGS
10. FORTH
11. HELD
12. PRAIRIES
13. STEAMING
14. BANG
15. QUIETLY
16. NECK
17. LAZY
18. PILOT'S
19. WINGS
20. PONY
21. DESCRIBE
22. DONKEY
23. TURTLES
24. STRAW
25. COAST

MAJOR CATEGORY: COMPREHENSION

5. Given the Level 6 selection from the Informal Reading Inventory to read silently, student answers the comprehension questions with an 85% level of competency.
   Level 6 - The ABC Beyond Treasure Valley, page 266

   Motivation: This story is about growing fruit. What might a person in this story do to win a prize?

   Pupil response:_____

   Read silently to see if you were correct.

   Silent reading (83 words)

The Winner

Apples grow everywhere in the United States. But people in the northwest states believe they grow the best apples of all.

Apple-picking time is a wonderful time for everyone. People come from miles around to help the fruit growers pick the apples.

Some fruit growers, like Mr. Bowman, offer prizes to the best apple pickers.

Young Jack Bowman used to say "When I'm big enough, I'll get into the apple-picking contest, too. I should like to win one of Father's prizes."

Comprehension:

Detail:
1. What kind of fruit is this story about?
2. Where are the best apples grown, according to some people?
3. Where did the apple pickers come from in the story?
4. Why does Jack want to enter an apple-picking contest?

Inference:
5. How do the people in the northwest feel about picking apples?
6. Why did Mr. Bowman offer prizes?
7. Why must men like Mr. Bowman have many people help him at the same time?
8. About how old is Jack Bowman? Why do you think so?

Vocabulary:
9. Tell me what word could be substituted for the word pick in this sentence: "People come from miles around to help the fruit growers pick the apples."
10. What does the word contest mean?

MAJOR CATEGORY: STUDY SKILLS

6. Given the following list of words, student numbers them in alphabetical order:

BODY	BROOK	BICYCLE
BEGIN	BLOCK	
BUNCH	BANK	

NAME:_____

EVALUATION INSTRUMENT - LEVEL 7

MAJOR CATEGORY: PHONIC ANALYSIS

1. Given the following list of written words, student places the correct diacritical mark over the underlined vowels:

A. AGE	C. BITE	E. BROKE
B. BIT	D. DUST	F. DECK

MAJOR CATEGORY: STRUCTURAL ANALYSIS

2. Given the following words stated orally, student states the syllable which receives the most emphasis.

A. PEOPLE	C. CONTRACTION	E. CORRECT
B. POLICEMAN	D. OFFICER	

3. Given the following columns of words, student reads them orally applying principles of syllabication and vowel generalizations:

A. PICNIC	G. MAPLE	M. AGREE
B. MEMBER	H. SPARKLE	M. BEGIN
C. TRIGGER	I. JINGLE	O. BEYOND
D. LOCATE	J. SECRET	P. RELOADED
E. FLAVOR	K. COUNTRY	Q. UNLIKELY
F. PILOT	L. PREACHER	R. DISTASTEFUL

MAJOR CATEGORY: WRITTEN LANGUAGE DEVELOPMENT

4. Given the following phrases, student marks the contractions with a C and the possessives with a P:

A. DOGS' BONES_____	D. HASN'T ANY _____
B. WON'T GO _____	E. DONKEY'S CART_____
C. COLT'S MOTHER_____	F. BEES' NEST _____

5. Given the following book titles, student writes them correctly:

A. WE LIVE IN THE CITY

B. GREEN EGGS AND HAM

C. MY BOX AND STRING

6. Given the following sentences, student underlines the correct word for each blank.

1.	BRING, BROUGHT	DID TOM _____ THE HORSES SOME HAY?
2.	FEED, FED	HE HAS _____ THE HORSES EVERY DAY.
3.	TO, TOO	I LIKE TO FEED ANIMALS, _____.
4.	GET, GOT	MY COUSIN _____ A BICYCLE FOR HIS BIRTHDAY.
5.	WROTE, WRITTEN	I HAVE _____ A LETTER TO MY UNCLE.

MAJOR CATEGORY: STRUCTURE OF LANGUAGE

7. Given the following sentences, student classifies the underlined word according to Nouns, Verbs, and Adjectives:

1. JOHN CAUGHT A BIG FISH.
2. THE RED BOOK IS ON THE TABLE.
3. THE LITTLE BOY DROPPED HIS NEW TOY.
4. MOTHER SHOPPED AT THE LARGE STORE.

8. Given the following written exercise, student underlines the correct analagous word:

A. CALF IS TO COW AS KID IS TO _____.
LAMB - CHILD - GOAT

B. TRUNK IS TO TREE AS STEM IS TO _____.
THICKNESS - FLOWER - ROOT

C. SOUR IS TO LEMON AS SWEET IS TO _____.
SALT - PICKLES - CANDY

D. CLOCK IS TO TIME AS THERMOMETER IS TO _____.
RAIN - TEMPERATURE - WIND

E. SCISSORS ARE TO CUT AS AX IS TO _____.
SHARP - TREE - CHOP

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

9. Given Level 7 of the Informal Word Recognition Inventory, student names 85% of the words correctly.

1.	PIRATES	4.	MATTER	7.	UNLOAD	10.	BREAKFAST
2.	INSISTED	5.	WOMEN	8.	BITING	11.	SPINNING
3.	TURKEYS	6.	FORT	9.	THOUSAND	12.	PRESS

13.	PROVED	16.	HOOFS	19.	CLAY	22.	SUGGEST
14.	LEND	17.	MISCHIEF	20.	SMOOTHLY	23.	ENGINEER
15.	HOLIDAYS	18.	COUSINS	21.	DESCENDED	24.	GRAND
						25.	STEEL

MAJOR CATEGORY: COMPREHENSION

10. After reading the Level 7 selection silently from the Informal Reading inventory, student answers the comprehension questions with an 85% level of competency.
Level 7 - The ABC Along Friendly Roads, page 252.

Motivation: In the story you will read about the American Indians of the Southwest. What do you think the buildings in the Indian Village might be like?

Pupil response:_____

Read silently to see if you were correct.

Silent reading (118 words)

IN EACH VILLAGE ON THE CLIFFS THERE WAS A LARGE MEETING ROOM. TO ENTER THIS ROOM, THE INDIANS HAD TO CLIMB ONTO THE ROOF AND DESCEND THROUGH AN OPENING.

INSIDE THE ROUND MEETING ROOM, A FIRE OF JUNIPER LOGS BURNED IN THE MIDDLE OF THE FLOOR. BESIDE THE FIRE SAT THE WISE MEN OF THE TRIBE. THEY SANG SONGS AND TOLD STORIES.

AROUND THE WALLS SAT CHILDREN OF ALL AGES. THEY LISTENED EAGERLY TO THE WISE MEN.

THE MEN TOLD STORIES TO EXPLAIN WHY THE WORLD IS THE WAY IT IS. THEY EXPLAINED THE THUNDER AND THE MOON AND THE STARS. THEY EXPLAINED THE ANIMALS, TOO, AND TOLD WHY EACH ONE WAS DIFFERENT--SOME WILD, SOME GENTLE.

Comprehension check:

Main idea: 1. What is a good title for this story?

Detail:
2. Where was the village located?
3. How did the Indians enter the meeting room?
4. What was in the middle of the floor?
5. How were the animals different?

Inference:
6. In what part of the room were the wise men located?
7. When the wise men met were there mary children playing in the village?

8. Did the children enjoy the stories the wise men told? How can you tell?

Vocabulary:
9. What are juniper logs?
10. What is a cliff?

MAJOR CATEGORY: STUDY SKILLS

11. Given the following lists of words student numbers each column in alphabetical order:

BAG	CLOCK	FAT
BATH	CLEVER	FAR
BALL	CLING	FAIRLY
BAND	CLAY	FALL

MAJOR CATEGORY: HANDWRITING

12. Given a copy of the following items in cursive form, student makes them meeting cursive standards:

Upper case cursive alphabet
Lower case cursive alphabet
Numerals (with cursive slant)

13. Given the following sentences to copy, student meets the evaluative criteria for cursive writing.

MY NAME STANDS FOR ME. I WANT TO WRITE IT WELL.

MAJOR CATEGORY: SPELLING

14. Given the following list of words to write from dictation, student achieves an 85% or better score.

1. about	10. hood	
2. anything	11. jumped	19. sky
3. bank	12. lot	20. snowman
4. bright	13. morning	21. started
5. clean	14. next	22. street
6. dress	15. pencil	23. these
7. faster	16. poor	24. tonight
8. food	17. rose	25. while
9. ground	18. second	

NAME:_____

EVALUATION INSTRUMENT - LEVEL 8

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

1. Given an Informal Word Recognition Inventory at Level 8, student names 85% of the words correctly.

1. BARREL	10. DASH	19. BARS
2. AFIRE	11. KITE	20. SUPPLIES
3. SPY	12. PEEKED	21. FINGERS
4. CROUCH	13. TREMENDOUS	22. PADDLED
5. VEST	14. PRETENDING	23. COURAGE
6. RUG	15. CERTAIN	24. PACKAGE
7. STRENGTH	16. AWOKE	25. SPORTS
8. WOBBLE	17. FREIGHT	
9. DROOPING	18. WROTE	

MAJOR CATEGORY: COMPREHENSION

2. Given the Level 8 selection from the Informal Reading Inventory to read silently, student reads the story and writes the answers to the comprehension questions without assistance with an 85% level of competency.

Level 8 - American Adventures ABC, pages 70-71.

Motivation: This is a story about a wild animal who wanders into a cabin. What do you think will happen?

Pupil response:_____

Read this to yourself to see if you are correct.

Silent reading (151 words)

SMOKY

SMOKY KNEW THAT MEN, MORE THAN ANY OTHER CREATURES, DID NOT LIKE THE WAY A SHUNK HAS OF PROTECTING HIMSELF! BUT MAYBE THE MAN WHO LIVED IN THIS CABIN WOULD BE GOOD AND LET HIM ALONE.

SMOKY SLIPPED OUT FROM HIS HIDING PLACE.

INSTEAD OF SHOUTING OR THROWING SOMETHING AT HIM, CLAY REMAINED QUIET. HE DIDN'T CARE TO HAVE THAT TERRIBLE SKUNK SMELL SPOIL HIS CLOTHES AND EVERYTHING ELSE IN THE CABIN. "YOU WON'T HAVE TO PROTECT YOURSELF AGAINST ME, BOY!" HE SAID SOFTLY TO THE VISITING SKUNK. "JUST MAKE YOURSELF AT HOME."

SMOKY DID. HE LIKED THE CABIN AND HE LIKED THE MAN. IN A FEW DAYS HE AND CLAY WERE FAST FRIENDS.

SMOKY FOUND ALL THE BUGS HE WANTED TO EAT WITHIN A FEW YARDS OF THE CABIN. THEY SEEMED TO HIM TO BE BIGGER, BETTER BUGS THAN THE ONES HE CAUGHT WHEN HE LIVED ALONE IN THE FOREST.

Comprehension check:

Detail: 1. WHAT DO SKUNKS EAT?

_____

2. HOW COULD THE SKUNK HAVE SPOILED CLAY'S CLOTHES?

_____

3. HOW LONG DID IT TAKE CLAY AND SMOKY TO BECOME FAST FRIENDS?

_____

4. WHAT THREE THINGS DID SMOKY KNOW ABOUT PEOPLE?

(1) _____

(2) _____

(3) _____

Inference: 5. HOW DID CLAY MAKE FRIENDS WITH SMOKY?

_____

6. WHY DID SMOKY STAY WITH CLAY?

_____

7. WHERE MIGHT SMOKY HAVE BEEN HIDING IN THE CABIN?

_____

8. WHY DID THE BUGS NEAR THE CABIN SEEM BIGGER AND BETTER THAN OTHER BUGS TO SMOKY?

_____

Vocabulary:

9. IN THE SENTENCE, "IN A FEW DAYS HE AND CLAY WERE FAST FRIENDS.", WHAT DID FAST FRIENDS MEAN?

_____

10. WHAT IS MEANT BY THE SENTENCE "JUST MAKE YOURSELF AT HOME."?

_____

NAME: _____

EVALUATION INSTRUMENT - LEVEL 9

MAJOR CATEGORY: STRUCTURAL ANALYSIS

Given the following exercises, student reads the directions and completes the assignment without assistance:

1. Underline the base word in each of the words below. Draw a vertical line between the base word and each prefix or suffix.
   Example: dis/trust

mistake	displease	return
hopeless	nonprofit	inland
childlike	likeable	mislead
unhappy	disappear	cupful
clownish	selfishness	worked

2. Write each pair of words below as a contraction.

1. I am _____	7. had not _____
2. Does not _____	8. she will _____
3. you have _____	9. was not _____
4. has not _____	10. it is _____
5. they will _____	11. we are _____
6. you are _____	12. is not _____

MAJOR CATEGORY: WRITTEN LANGUAGE DEVELOPMENT

Given the following exercises, student reads the directions and completes the assignment without assistance:

3. Write each of the sentences below. Choose the correct word to replace the xxxx's.

1. blue, blew	The warm breezes xxxx.
2. their, there	They sold xxxx house.
3. write, right	My brother can xxxx his name.
4. to, two, too	The teacher read xxxx poems.

5.	new, knew	I xxxx both answers.
6.	beet, beat	He xxxx the drum loudly.
7.	there, their	Please sit over xxxx.
8.	some, sum	I bought xxxx popcorn.
9.	by, buy	Did you xxxx the candy?
10.	to, two, too	He ran xxxx the store.
11.	hear, here	Can you xxxx the music?
12.	sea, see	I can xxxx the mouse.
13.	to, two, too	The coat is xxxx large.

4. Write the following friendly letter elements correctly in the proper position on a sheet of paper.

dear bob

507 young place
millersville pennsylvania 17551
november 5 1972

steve

sincerely yours

we are going to the football game

5. Given an envelope, student writes correctly the following address and indicates himself as the sender in the return address:

bob smith
118 north market street
millersville pennsylvania 17551

6. Write these sentences. Make the nouns that are underlined show possession.

1. My <u>brothers</u> names are Paul and Frederick. _____
2. My <u>sisters</u> name is Nancy. _____
3. <u>Jeans</u> books are on the table. _____
4. The <u>rabbits</u> nose is pink. _____
5. The <u>pioneers</u> wagons rolled along. _____

7. Choose the correct verb to use in each sentence. Then write the sentence.

   1. come, came — My aunt xxxx yesterday.

   _____

   2. is, are — The two teams xxxx tied.

   _____

   3. gave, given — Has he xxxx the prize?

   _____

   4. went, gone — They xxxx skiing last weekend.

   _____

   5. saw, seen — I xxxx a strange object!

   _____

   6. took, taken — The jewels were xxxx.

   _____

   7. was, were — We xxxx too cold to swim.

   _____

   8. did, done — Gail xxxx her homework.

   _____

8. Circle the letters in the following sentences that should be capitalized.

   1. on friday i received a gift from mrs. bennett.

   2. mrs. bennett was my teacher at central avenue school in tennessee.

   3. she sent me a funny book called henry huggins by beverly cleary.

   4. i moved to new jersey last november.

   5. i can see the george washington bridge from the window of my apartment building.

   6. sometimes my parents and i drive over the bridge into new york city.

   7. i miss tennessee, but i have made many new friends at the elm street school.

MAJOR CATEGORY: STRUCTURE OF LANGUAGE

Given the following exercises, student reads the directions and completes the assignment without assistance:

9. Write a sentence for each group of words below that is not a sentence.

   1. Walking through the park

   2. The path was very crowded

   3. A boathouse near the lake

   4. Some children playing near the lake

   5. It was warm and sunny near the lake

10. Copy the sentences. Put the right punctuation mark at the end of each. Then tell what kind of sentence each one is.

   1. Here comes a snake___ _____

   2. Did you see it___ _____

   3. I'm going home now___ _____

   4. Please stay a few more minutes___ _____

   5. My mother is waiting for me___ _____

   6. When can you visit us again___ _____

   7. I hope I can come tomorrow___ _____

   8. What excitement that snake caused___ _____

11. Find and write the eight common nouns and five proper nouns in the sentences below.

   1. Pauline is eating a sandwich.

   2. My brother has gone to school.

   3. Mr. Lang is on a trip around the world.

   4. Snow covered the streets on Christmas.

   5. Frank and his father visited England.

12. Choose the correct form of the adjective to complete each sentence. Write the word.

1. faster, fastest — Ron is a xxxx runner than I am. _____

2. faster, fastest — He is the xxxx runner on the track team. _____

3. new, newer — This is the xxxx of my two coats. _____

4. better, best — Of the two cars, this is the xxxx. _____

5. better, best — It is the xxxx car of all. _____

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

13. Given an Informal Word Recognition Inventory at Level 9, student names 85% of the words correctly.

1.	hood	8.	swallow	14.	scarcely	20.	rout
2.	loft	9.	vibration	15.	thread	21.	grain
3.	duty	10.	iodine	16.	weight	22.	tropical
4.	report	11.	except	17.	carnival	23.	disappointment
5.	swept	12.	arrested	18.	beneath	24.	pleasant
6.	salt	13.	strike	19.	equator	25.	cinders
7.	herbs						

MAJOR CATEGORY: COMPREHENSION

14. Given the Level 9 selection from the Informal Reading Inventory to read silently, student reads the story and writes the answers to the comprehension questions without assistance with an 85% level of competency.
Level 9 - American Adventures ABC, pages 296-297.

Motivation: You will read a story about the "Mighty Amazon." Why do you think it is referred to as a mighty river?
Pupil response: _____
Read this to yourself and see if you were correct.
Silent Reading (157 words)

Mighty River of the Amazon

The greatest river in the world lies in South America, running thousands of miles across Brazil to the sea. From the time of its discovery to the present day, strange tales have been told of the mighty Amazon.

These tales began with the naming of the river many years ago.

One of the early Spanish explorers thought that the long-haired native men he saw there were women, and he was surprised to find them fierce figheters, as well. He had heard in his own country many tales of strange, warlike women who were called Amazons. And so he named the South American river the Amazon.

No other river in the world carries so much water as the Amazon. It gathers the waters from half of South American and sends them in a great yellow flood out to sea. It is so deep that heavy ocean liners can travel it for two thousand miles.

Comprehension check:

Detail:

1. Through which country does the Amazon flow?

_____

2. What is one of the strange tales about this river?

_____

3. Who named the river?

_____

4. What was unusual about the natives this Spaniard saw?

_____

Inference:

5. Why is the river considered by the author "the greatest river"?

_____

6. If you went 2000 miles west (east, north, or south) from where you are now, where would you be?

_____

7. Why does the Amazon River carry so much water?

_____

8. Compare the hair styles in the story with hair styles of today.

_____

Vocabulary:

9. What is an early Spanish explorer?

_____

10. What is an ocean liner?

_____

MAJOR CATEGORY: STUDY SKILLS

15. Given the following exercise, student reads the directions and completes the assignment without assistance.

Which of the following parts of a book would help you find the information below? Write the answer for each one.

Table of Contents Index Glossary

1. The title of the unit in which "The Father of the Northman" and "Two Chests of Treasure" are to be found in a basal reader

_____

2. Information about Fort Vancouver in a history book

_____

3. The meaning of the word plaid as used in a basal reader

_____

4. The correct pronounciation of the French name, Henri Le Grand, from a story in a basal reader_____

5. The following topics in a geography book: Fur trading, lumbering

_____

6. The chapter on the earth's atmosphere in a science book

_____

16. Given the following exercise, student reads the directions and completes the assignment without assistance:

The following words all begin with the prefix trans. Write the numbers 1 to 9 and list the words in alphabetical order.

transfer	transport	translucent
transfusion	transmit	transmute
transition	transgress	transform

17. Given the following exercise, student reads the directions and completes the assignment without assistance:

Here are the guide words on page 471 and on page 472 of your glossary. Write the number of the page on which each word of the list appears.

Guide Words

Page 471 Page 472	abyss Canate	carbon Egypt

_____bazaar	_____dense
_____anaconda	_____custom
_____chariot	_____eager
_____bridle	_____Cabot

MAJOR CATEGORY: HANDWRITING

18. Given the follcwing paragraph to copy in both cursive and manuscript form, student meets the evaluative criteria:

Seeing America is like seeing the world.
We have many kinds of farms and industries.
Our people do many kinds of work.

MAJOR CATEGORY: SPELLING

19. Given the following list of words to write from dictation, student achieves an 85% or better score.

1. able
2. arithmetic
3. block
4. build
5. cloth
6. crossed
7. died
8. enough
9. finding
10. forgot
11. harder
12. hundred
13. jelly
14. learned
15. march
16. moving
17. orange
18. pond
19. putting
20. robin
21. seat
22. silk
23. stopped
24. trick
25. Wednesday

NAME:_____

EVALUATION INSTRUMENT - LEVEL 10

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

1. Given an Informal Word Recognition Inventory at Level 10, student names 85% of the words correctly.

1. jewelry	14. partner
2. director	15. flint
3. oats	16. embroider
4. forty	17. revolution
5. ankle	18. framework
6. pitchers	19. courageous
7. single	20. giggle
8. sweep	21. view
9. battery	22. weakening
10. performers	23. level
11. rising	24. laughable
12. glory	25. support
13. sixpence	

MAJOR CATEGORY: COMPREHENSION

2. Given the Level 10 selection from the Informal Reading Inventory to read silently, student reads the story and writes the answers to the comprehension questions without assistance with an 85% level of competency.
Level 10 - Adventures Here and There ABC, page 95

Motivation: This is a story about a boy and an unusual man.
What do you think happened?
Pupil response:_____

Read this to yourself to see what happened.

Silent reading (185 words)

Tumbletown Dick

As he approached the stall, he looked straight over my head as if I were not there at all. "No one is here?" he whispered. "No one about?"

Presently he lowered his eyes to the top of my head and exclaimed, "Dear me! A boy! A boy whose hair needs brushing. A boy whose face needs washing. Just a plain, everyday boy. But no! What everyday boy would carry such a patriotic handkerchief in his pocket?"

Then to my great surprise he leaned toward me. "A most patriotic boy!" he cried. And inch by inch he pulled from my pocket a long string of red, white, and blue flags and waved them in the summer air.

"Most patriotic and pleasing," he said, hanging the flags along the fence. Then he took off his bowler hat, removed my own handkerchief from it, and stuck the handkerchief carefully into my pocket. He turned to look at my flowers with the interested air of a buyer.

"We have the best flowers you can find, sir," I said. "Roses, mayflowers, of mixed bunches, at sixpence a bunch. All just gathered."

Comprehension check:

Detail:

1. In what season of the year did this story take place?

   _____

2. Who is telling the story? How do you know?

   _____

3. What reasons were given in the story for the man calling the boy an everyday boy?

   _____

4. What was the boy selling?

   _____

Inference:

5. In what way was the man unusual?

   _____

6. Were the flags in the boy's pocket before the man came? Explain your answer.

   _____

7. Will the man buy something from the boy? Why do you think so?

   _____

8. The story said that the man pulled the flags from the boy's pocket inch by inch. Does that indicate he pulled the flags quickly or slowly? Why?

Vocabulary:

9. In the sentence "He turned to look at my flowers with the interested air of a buyer," what does the word "air" mean?

_____

10. What does the word "stall" mean in the story: (a) to stop, as a car might stall, (b) place where one keeps a horse, or (c) a stand or booth where things are sold?

_____

NAME: _____

EVALUATION INSTRUMENT - LEVEL II

MAJOR CATEGORY: STRUCTURAL ANALYSIS

Given the following exercises, student reads the directions and completes the assignment without assistance:

1. Copy the prefixes and suffixes in each of the following words. Next to each prefix or suffix write its meaning.

   a. monogram _____ - _____
   _____ - _____

   b. distrustful _____ - _____
   _____ - _____

   c. photographer _____ - _____
   _____ - _____

   d. telescope _____ - _____
   _____ - _____

   e. biology _____ - _____
   _____ - _____

   f. hydrophobia _____ - _____
   _____ - _____

   g. unladylike _____ - _____
   _____ - _____

   h. supervisor _____ - _____
   _____ - _____

   i. automotive _____ - _____
   _____ - _____

   j. nonconformist _____ - _____

2. Copy the following sentences. Make the nouns underlined show possession.

   1. Sam books were in the doctor car. _____ _____

2. The women names were in the paper. _____

3. The children swimming class starts tommorrow. _____

4. The girls spelling team won. _____

5. The brothers names are Dan and Don. _____

6. There is a sale of ladies dresses. _____

3. Make contractions from the words below.

1. have not _____
2. will not _____
3. we are _____
4. I have _____
5. we would _____
6. did not _____
7. you are _____
8. he is _____
9. I would _____

MAJOR CATEGORY: WRITTEN LANGUAGE DEVELOPMENT

Given the following exercises, student reads the directions and completes the assignment without assistance:

4. Number the paper 1 to 7. If the group of words is a complete sentence, write Sentence and copy it. If it is not, add words to form a complete sentence. Use the necessary capital letters and punctuation marks.

1. early one summer morning
2. the boys set off on their hike
3. after an hour of walking
4. everyone was tired and thirsty
5. their campsite at noon
6. when they had unpacked their gear
7. they began to prepare lunch

5. Read these sentences and add the correct punctuation marks. Write the kind of sentence each one is. Then underline each complete subject once and each complete predicate twice.

1. Down the street came a band _____
2. Have you seen the new library _____
3. Here comes the tornado _____
4. There stood the policeman _____
5. Please be quiet in the library _____

6. The small of burning leaves filled the air _____
7. Isn't autumn your favorite season _____

6. There are four common nouns and five proper nouns below. Make a list of each kind of noun. Capitalize the proper nouns.

1. hat	4. town	7. friday
2. dentist	5. america	8. july
3. kansas	6. river	9. emily

Common Proper

7. Write each sentence below correctly.

1. broke, broken	The goat has xxxx the fence.
2. Was, Were	xxxx Jane and Bob late for school?
3. is, are	Here xxxx the papers you wanted.
4. grew, grown	The corn has xxxx tall this year.
5. spoke, spoken	Have you xxxx to the new girl yet?
6. begun, began	We xxxx to go as the bell rang.
7. fell, fallen	The skater had xxxx on the ice.
8. drank, drunk	Have you xxxx all the milk?
9. wrote, written	Bill has not xxxx the invitations.
10. brung, brought	Have you xxxx the cups?

8. Write the correct word to complete each sentence.

1. them, those	Does Ed have one of xxxx guns?
	_____
2. Those, That	xxxx kind of toy is dangerous.
	_____

3. bad, badly — The team played xxxx.

_____

4. good, well — This pump works very xxxx.

_____

5. quick, quickly — All looked up xxxx.

_____

6. hopeful, hopefully — Herman's dog looked xxxx at our liverwurst sandwiches.

_____

7. taller, tallest — Which of the two girls is the xxxx?

_____

8. more harder, harder — Diamonds are xxxx than glass.

_____

9. anybody, nobody — Wasn't there xxxx at the store?

_____

10. anything, nothing — We haven't heard xxxx strange.

_____

9. Copy these sentences, capitalizing words correctly.

   1. last sunday the reverend james brown visited us.
   2. we knew him when we lived on river road.
   3. his brother is senator e. l. brown of ohio.
   4. senator brown wrote a book called our atomic future.
   5. i read the book when i was in the emerson school.

10. Copy these sentences. Use quotation marks, capital letters, and other punctuation marks where they are needed.

   1. may i go to the movies tonight i asked.
   2. mother said you haven't done your english homework
   3. there is a wonderful show tonight I said

4. Mother replied I'm sorry ann

5. You'll have to wait until saturday she continued

11. Copy these sentences. Put in commas where needed.

1. We left for Topeka Kansas on June 21 1967.

2. I took my camera books and bike with me.

3. Yes the car was crowded

4. You should see the picture I took Stan!

5. We got to St. Louis Missouri in three days.

MAJOR CATEGORY: STRUCTURE OF LANGUAGE

Given the following exercises, student reads the directions and completes the assignment without assistance:

12. The verbs in these sentences need helping verbs. Write the sentences, adding a helping verb.

1. Two men xxxx standing on the bridge yesterday.

2. The river xxxx covered with ice.

3. One man xxxx had seen something exciting.

4. He xxxx pointing it out to the other.

5. I xxxx never found out what it was.

6. I xxxx not think of it again.

13. Find and write the verb in each sentence.

1. The fire alarm had sounded. _____

2. We could not see the fire. _____

3. We ran after the fire truck. _____

4. An old barn was burning. _____

5. A crowd had soon gathered. _____

6. Everyone should help the fireman. _____

14. There are four adjectives and three adverbs in these sentences. Write each one and tell which part of speech it is. Then write the word each describes.

1. Six men were in the little boat.
2. The wind rose suddenly.
3. The boat tossed dangerously.
4. Two frightened men jumped into the water.
5. They swam expertly toward shore.

Adjectives	Word They Describe

Adverbs	Word They Describe

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

15. Given an Informal Word Recognition Inventory at Level 11, student names 85% of the words correctly.

1. inform
2. quarrel
3. sorrow
4. cable
5. problem
6. wilderness
7. who's
8. screen
9. prow
10. gas
11. glide
12. thorns
13. vanished
14. you'd
15. twilight
16. grave
17. regarding
18. koala
19. notes
20. foreign
21. dignity
22. leisure
23. swaying
24. space
25. laughter

MAJOR CATEGORY: COMPREHENSION

16. Given the Level 11 selection from the Informal Reading Inventory to read silently, student reads the story and writes the answers to the comprehension questions without assistance with an 85% level of competency.
Level 11 - Adventures Here and There ABC, pages 294-295.

Motivation: This is a story about strange animals. What do you think is unusual about them?
Pupil response: _____
Read this to yourself to see what is unusual about them.
Silent reading (206 words)

"Coat like a beaver's, web feet and bill like a duck's! Neither bird nor beast! And that man who brought it here has the nerve to say he knows where live ones can be found in Australia. Nonsense! All nonsense!"

But it wasn't nonsense, though it took the British scientists many years to discover the whole truth. The "fake" on the table was a stuffed duckbill, or platypus, only one of many astonishing creatures among the animals of Australia.

In that land below the equator, on the far side of the Pacific Ocean, the wildlife is unlike any other wildlife on the face of the earth. For years, men have studied it with the greatest interest and wonder. From all over the world scientists have journeyed "down under" to Australia. There they have learned a great deal, not only about the platypus, but about all the unusual native birds and animals.

But still the major question remains unanswered. Why should these strange creatures all be living in Australia, and never seen in any other part of the world?

Almost all of Australia's native animals are pouched animals. They carry their young in a "pocket," or pouch, in the mother's body. These pouched animals are called marsupials.

Comprehension check:

Main idea:

1. What would be a good title for this story?

_____

Detail:

2. In what ways are marsupial animals different from other animals?

_____

3. Describe a duckbill platypus.

_____

4. Where is Australia located?

_____

Inference:

5. Why was the stuffed duckbill on the table?

_____

6. Is this story fact or fiction? Why do you think so?

_____

7. Who do marsupials carry their young in pouches?

_____

8. Why are scientists interested in these animals?

_____

Vocabulary:

9. In the sentence, "Scientists have journeyed "down under" to Australia", what is meant by the term down under?

_____

10. In the phrase, "native birds and animals," what does the word native mean?

_____

MAJOR CATEGORY: STUDY SKILLS

Given the following exercises, student reads the directions and completes the assignment without assistance:

17. Below are a subject card, an author card, and a title card. Study each one carefully and answer the questions which follow.

114	Jackson, C. Paul
J	Little leaguer's first uniform
	New York, Crowell, 1952

1.

114	BASEBALL
J	Jackson, C. Paul
	Little leaguer's first uniform
	New York, Crowell, 1952

2.

114	Little leaguer's first uniform. 1952
J	Jackson, C. Paul

3.

1. Write the number of the card above which is: the author card_____; the title card _____; the subject card_____.

2. What does the number in the upper left-hand corner tell you?

_____

3. When was this book on baseball published?

_____

4. What is the name of the company that published this book?

_____

5. In what city was the book published?

_____

18. Here are parts of an index which might be found in a science book. Use it to help you answer the questions below.

A

Astronomy
  calendar, 157, 160-163
  history of, 152-159
  Newton's law, 165
  solar system, 170-188
  See Also Newton, Sir Isaac
Atmosphere, 149, 217, 220

B

Braun, Wernher, von (1912-)
  life of, 250-253
  space flights, 225

J

Jet
  construction of, 189-191
  engine, 202-210, 256
  fuel for, 212

J (continued)

  performance of, 206-209
  thrust, 193, 195-200
  kses of, 210
Jet propulsion, 256

N

Newton, Sir Isaac, (1642-1727)
  law of motion, 165
  life of, 164-165

P

Planet, 180-186

R

Range stations, 241-245
Rocket
engine, 212
four-stage, 222-224
fuel for, 213-216
gravity, 219-220
history of, 165, 231-240
oxygen for, 217-218
safety measures, 224, 230
space flights of, 225-231
See also Jet propulsion

S

Satellite, 173, 245, 247, 305-309

1. What pages would you read to learn how the jet engine works?_____
2. What pages would you read to learn when Sir Isaac Newton lived?_____
3. On what page can you learn about Newton's law of motion?_____
4. How many pages tell of satellites?_____
5. What other heading will give you more information about rockets?

_____

6. What pages would you read to learn about our solar system?_____
7. What pages might tell you the names of the planets?_____
8. What pages should you read to learn who Wernher von Braun is?_____
9. What subtopic will tell you of flights made by rockets?_____
10. What pages might tell you when rockets were first used?_____

MAJOR CATEGORY: HANDWRITING

19. Given the following paragraph to copy in both cursive and manuscript form, student meets the evaluative criteria

> I live in America. It is good to live where you have freedom to work and play. As an American, I support my country and what it stands for.

MAJOR CATEGORY: SPELLING

20. Given the following list of words to write from dictation, student achieves an 85% or better score:

1. address
2. baseball
3. blossoms
4. camel
5. chimney
6. countries
7. dirty
8. everywhere
9. fixed
10. geography
11. handkerchief
12. history
13. leather
14. marbles
15. nor
16. Pilgrims
17. popcorn
18. quarter
19. ripe
20. sleepy
21. sugar
22. swimming
23. twelve
24. welcome
25. worm

NAME_____

EVALUATION INSTRUMENT - LEVEL 12

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

1. Given an Informal Work Recognition Inventory at Level 12, student names 85% of the words correctly.

1. victory	14. bulldozers
2. license	15. burden
3. horror	16. reflex
4. perfection	17. rigging
5. exercise	18. conquer
6. stout	19. lord
7. vicious	20. worn
8. hind	21. scorn
9. instant	22. mountaineers
10. tusks	23. goggles
11. worm	24. unbeatable
12. dinner	25. museum
13. swear	

MAJOR CATEGORY: COMPREHENSION

2. Given the Level 12 selection from the Informal Reading Inventory to read silently, student reads the story and writes the answers to the comprehension questions without assistance with an 85% of competency.
Level 12 - Adventures Now and Then ABC, pages 278-279

Motivation: In this story a young scientist makes an important discovery. What do you think it is?

Pupil Response: _____
Read this to yourself and see if you were correct.

Silent Reading (212 words)

An Early Scientist

The huge cathedral was silent except for the sound of scattered footsteps on the stone floor. Here and there men and women were kneeling. The young student, Galileo, rose to leave. As he did so, his glance fell upon the great lamp hanging above him.

Someone had just come to light the lamp. In order to do so more easily, he drew it toward him. When he let it go, it swung back and forth, back and forth. The young man watched with growing interest.

Galileo noted that although the swinging became less and less as it died down, the time of each swing neither increased nor lessened. But how could he be sure? There were no watches in those days, more than three hundred years ago. How could he measure exactly the length of time it took the swinging object to make each swing?

His heart beat excitedly. The beat in his body! It was so regular he could use it as a timepiece. He did, and found he was absolutely right. The lamp, swinging like the pendulum of a big clock, took the same time to make its first large movement as the last small one. The swing was as regular as the beat of his pulse.

Comprehension check:

Detail:

1. Who is the scientist in the story? _____
2. What attracted Galileo's interest? _____
3. What set the lamp in motion? _____

   _____
4. Where was Galileo when the story opened? _____

   _____

Inference:

5. Why were there other people in the cathedral? _____

   _____
6. Why did Galileo go to the cathedral? _____

   _____
7. What does the phrase "his glance fell upon the great lamp" mean?

   _____
8. What were the clues in the story that tell you a cathedral is a church?

   _____

Vocabulary:

9. What is a pendulum? _____

_____

10. The story tells us that Galileo used his pulse to tell the time of the swings. What does the word pulse mean?

_____

NAME_____

EVALUATION INSTRUMENT - LEVEL 13

MAJOR CATEGORY: STRUCTURAL ANALYSIS

1. Given the following exercises, student reads the directions and completes the assignment without assistance.

   Match the prefixes in the first column with their correct meaning in second column and write a word using each prefix.

1.	ex-	above
2.	super-	before, in advance
3.	anti-	the opposite of
4.	non-	former, previously
5.	mono-	not
6.	dis-	wrong, badly
7.	com, con-	between, among
8.	inter-	with, together
9.	mis-	single
10.	pre-	against

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

2. Write the suffix of the first word in the first column. Add the suffix to the first word in column two. Tell the meaning of the word you have formed. Do the same for numbers 2-10. Do this on the next page.

(1)	pointless	meaning-	(6)	condemnation	represent-
(2)	governor	deposit-	(7)	careful	power-
(3)	roughest	smooth-	(8)	lovable	notice-
(4)	columnist	art-	(9)	placement	enjoy-
(5)	manifold	ten-	(10)	topmost	upper-

1. _____ _____ _____
2. _____ _____ _____
3. _____ _____ _____
4. _____ _____ _____
5. _____ _____ _____
6. _____ _____ _____
7. _____ _____ _____
8. _____ _____ _____
9. _____ _____ _____
10. _____ _____ _____

3. Write the plural form of each of these nouns.

1. beach	_____	6. echo	_____
2. key	_____	7. trout	_____
3. mouse	_____	8. fox	_____
4. leaf	_____	9. goose	_____
5. hobby	_____		

4. Copy these sentences. Make the nouns underlined show possession.

(1) This space is reserved for doctors cars.

(2) The twins bicycles were in the neighbor yard.

(3) The hero story was quite exciting.

(4) The baby picture hung in his parents room.

(5) The elves new clothes were of spun gold.

MAJOR CATEGORY: WRITTEN LANGUAGE DEVELOPMENT

Given the following exercises, student reads the directions and completes the assignment without assistance.

5. If the word group below is a sentence, write sentence. If it is not, add words to form a complete sentence. Add the right punctuation mark.

(1) The ancient Greeks were great athletes

(2) Even while at war with each other

(3) They would lay aside their arms

(4) Just long enough for the Olympic Games

(5) Great crowds shouting and cheering

6. Choose the right verb to complete each sentence. Write the verb.

(1) threw, thrown — Who xxxx the ball?

_____

(2) known, knew — I hadn't xxxx about it.

_____

(3) drank, drunk — The boys xxxx some water from the clear brook.

_____

(4) grew, grown — Where were those tomatoes xxxx?

_____

(5) stole, stolen — Someone has xxxx our boat!

_____

(6) written, wrote — He should have xxxx sooner.

_____

(7) run, rang — The bell had xxxx.

_____

(8) froze, frozen — At last the pond is xxxx.

_____

(9) saw, seen — We xxxx the Statue of Liberty.

_____

(10) begun, began — I xxxx reading that book last week.

_____

(11) broken, broke — Is your camera xxxx?

_____

(12) taken, took — Have you ever xxxx the short cut?

_____

(13) spoke, spoken — Not a word was xxxx.

_____

(14) rode, ridden — Joyce has xxxx the black stallion several times.

_____

(15) did, done — She xxxx it this morning.

_____

7. Copy these sentences, adding capital letters, quotation marks, and any other punctuation marks that are needed.

(1) the junior science club will meet on tuesday may 23

(2) ive bought some colored slides ben in case youre interested

(3) stans brother henry is a ranger in sequoia national park

(4) heavy seas severe gales and fog are delaying the queen elizabeths arrival in new york

(5) thomas jefferson said miss hoffman was the third president of the united states

(6) the radio cant be broken said tom we bought it just last week

(7) fred said grandmother is in the sixth grade

(8) can anyone direct us to essex memorial hospital alice inquired politely

(9) arent mr and mrs jamison at home

(10) they have gone to paris to see jan novak their niece

MAJOR CATEGORY: STRUCTURE OF LANGUAGE

Given the following exercises, student reads the directions and completes the assignment without assistance.

8. Find the verb or verb phrase in each sentence. Place it in the second column. Find the subject of the verb. Place it in the first column.

(1) There in front of us was a rattlesnake!
(2) Does Linda really have the measles?
(3) Here are your coat and gloves, Dorothy.
(4) In front of our house rumbled a huge truck.

(5) Someone has been playing the piano.
(6) Several of the keys do not strike.
(7) We certainly must call a piano tuner.

(1) _____ _____

(2) _____ _____

(3) _____ _____

(4) _____ _____

(5) _____ _____

(6) _____ _____

(7) _____ _____

9. In one column write the common nouns from the list below. In the other, write the proper nouns. Capitalize the proper nouns.

(1) city	(4) canada	(7) avenue
(2) college	(5) halloween	(8) pacific ocean
(3) nashville	(6) doctor	(9) doctor curtis

Proper	Common
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10. Fill in the blank with the correct pronoun from column one.

1.	I, me	Jane and _____ went shopping.
2.	I, me	What did you buy for Jim and _____?
3.	he, him	_____ and I caught a fish.
4.	they, them	Have you seen Beth and _____?

5. she, her — The boys and _____ ran home.
6. they, them — Was it _____ who left first?
7. I, me — Between you and _____, I won't go.
8. we, us — Are you going with Ed and _____?
9. he, him — Henry and _____ went fishing.
10. we, us — The costumes were made by _____ girls.

11. Fill in the blank with the correct verb that agrees with the subject.

1. need, needs — One of my shoes _____ laces.
2. was, were — In which state _____ you born?
3. were, was — Standing in the road _____ two young deer and their mother.
4. is, are — Where in the world _____ my skates?
5. was, were — A sandwich and a cookie _____ all I could eat.
6. don't, doesn't — The noise of cars _____ annoy me.
7. play, plays — Each of the bands _____ loudly.
8. is, are — There _____ three plans from which to choose.
9. has, have — Neither of the teams _____ won.
10. is, are — Under the trees _____ a cool spot.

12. Find the adjectives and adverbs in these sentences. Put the adjectives in one column and the adverbs in another. After each adjective and adverb write the word that is modified.

1. The old man signaled frantically, but the crowded bus sped ahead.
2. I can finish this assignment easily in two hours.
3. Outside, the heavy snow drifted.
4. The red leaves are prettier than the yellow ones.
5. Sheila recently brought us this beautiful book from Bookbinder's in London.
6. Does a porcupine really throw quills?
7. The strong wind shook the bare trees violently.
8. Some pleasant people always smile.

	Adjective	Adverb
1.	_____	_____
2.	_____	_____

	Adjective	Adverb
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

13. Complete each comparison with comparative or superlative form.

(1) well — Jess writes _____ than he used to.

(2) careful — You must learn to be _____ than before.

(3) easy — These are the _____ exercises we have ever had.

(4) hard — This test is _____ than the last one.

(5) angry — Ed was the _____ of all.

14. Fill in the blank with the adjective or adverb that correctly completes each sentence.

(1) bad, badly — We sang the first song _____.

(2) good, well — The boys always sing _____.

(3) perfect, perfectly — They did the song _____.

(4) quick, quickly — They left the stage _____.

(5) loud, loudly — The audience applauded _____.

MAJOR CATEGORY: VOCABULARY DEVELOPMENT

15. Given an Informal Word Recognition Inventory at Level 13, student names 85% of the words correctly.

1.	stroke	8.	ramps	14.	necessary	20.	lungs
2.	destined	9.	lenses	15.	protested	21.	cabinets
3.	studiously	10.	experimental	16.	prison	22.	devil
4.	clasped	11.	fantastic	17.	lad	23.	narrator
5.	valuable	12.	crude	18.	criticize	24.	instructions
6.	televised	13.	physics	19.	nudged	25.	revolver
7.	herald						

MAJOR CATEGORY: COMPREHENSION

16. Given the Level 13 selection from the Informal Reading Inventory to read silently, student reads the story and writes the answers to the comprehension questions without assistance with an 85% level of competency.
Level 13 - Adventures Now and Then ABC, page 418

Motivation: This story is about a nursery rhyme and our Declaration of Independence. In what way do you think these two are related?

Pupil response: _____
Read this to yourself and see if you were correct.

Silent Reading (188 words)

Many copies of Magna Charta were made and sent to cathedrals and other places for safekeeping. It was not long before everyone knew of King John's defeat.

The people began to sing a song that poked fun at the cruel king. Its words were:

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men
Couldn't put Humpty Dumpty together again.

The singers pretended that their song was a riddle about an egg. They fooled no one. Everybody knew that Humpty Dumpty was King John and that Magna Charta was his "great fall."

It is more than seven hundred years since Magna Charta received King John's signature and since his seal was stamped in hot wax. Yet one copy of it remains. It is kept safely in the British Museum in London. Although it is yellow and streaked with age, it is the most precious document in all England. To Americans it is precious, too, for the rights it granted later became part of our Declaration of Independence.

Comprehension check:

Detail:

1. What did people pretend the riddle was about: _____
2. Who was defeated 700 years ago in England? _____
3. How did King John make the Magna Charta official? _____
   _____
4. What countries hold the Magna Charta precious? _____
   _____

Inference:

5. Why did the people pretend the song was about an egg? _____

_____

6. How effective was the plan to send the Magna Charta to different places for safekeeping? _____

_____

7. Why was the Magna Charta considered so precious to both the English and Americans? _____

_____

8. About what year or century do you think the Magna Charta was written? _____

Vocabulary:

9. In the following sentence, what is meant by the term poked fun?

"The people began to sing a song that poked fun at the cruel king."

_____

10. The story tells us that the Magna Charta was a precious document. What is a document?

_____

MAJOR CATEGORY: STUDY SKILLS

Given the following exercises, student reads the directions and completes the assignment without assistance.

17. It is useful to know where different kinds of information can be found. For example, the best place to look for facts about the size of the United States is in an atlas (a book of maps). There are many other sources where information of all kinds can be found. Select the best source of information for each problem below, and underline the correct answer. The first one is done for you.

1. Which syllable is accented in a word?

atlas encyclopedia book review dictionary

2. Information about the thirteen American Colonies?

atlas encyclopedia timetable dictionary

3. The correct spelling of a word?

card catalogue dictionary book review atlas

4. A map of Brazil?
   telephone directory atlas timetable dictionary

5. The time an airplane will arrive at the airport?
   encyclopedia timetable telephone directory atlas

6. The title and author of a book about pets?
   encyclopedia card catalogue atlas telephone directory

7. Information about the invention of the sewing machine?
   atlas dictionary encyclopedia book review

8. The name and address of a doctor near your home?
   dictionary telephone directory atlas book review

9. The title, author, publisher, and price of a new book?
   book review encyclopedia atlas dictionary

10. The name of the largest city in the United States?
    card catalogue dictionary atlas timetable

11. How to pronounce a word?
    atlas timetable dictionary book review

12. Information about the products of Canada?
    dictionary book review atlas encyclopedia

18. Given the following paragraph to copy in both cursive and manuscript form, student meets the evaluative criteria.

> I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

MAJOR CATEGORY: SPELLING

19. Given the following list of words to write from dictation, student achieves an 85% or better score.

1.	absent	14.	nature
2.	autumn	15.	payment
3.	branches	16.	pour
4.	chocolate	17.	purse
5.	crawled	18.	reward

6. dictionary
7. education
8. fasten
9. gasoline
10. holy
11. intended
12. length
13. material
19. shoulder
20. southern
21. station
22. taste
23. thunder
24. useless
25. visitor

ACTIVITIES FOR INDIVIDUALIZED READING

1. Describe the main character(s).
   a. What he looks like.
   b. What is he like, is he real or not?
   c. What do you think of him? Why?

2. Describe the setting.
   a. Time
   b. Place

3. Draw a series of cartoons showing the plot of the story.

4. Draw a picture or map of the place in which the story took place (setting). Label to show what happened in each place.

5. Why did the author write the book or story? Pick one point below as the reason and write a paragraph or two about it.
   a. To share an experience
   b. To give information
   c. To give an opinion

6. Describe the most exciting part of the story.

7. Describe the most beautiful part of the story, the most humorous, the saddest.

8. Could this be a true story? Why or why not? Give your reasons in paragraph form.

9. Make a poster to advertise a book you liked very much.

10. Write an original story, using the main characters from the book.

11. Write an original story using the same setting as the book.

12. Write another ending for the story.

13. Write a biography of the author of the book. Include a list of the other books written by the same author.

14. Write a short summary of the story.

15. Write a review of the book telling why you liked or disliked it; give good reasons for your views.

16. Why did you choose this book? Give your answer in paragraph form.

17. After reading two or more biographies write a biography of yourself.

18. List the events of the story in order of time.

19. Make a book jacket and write a blurb to accompany it.

20. Create a series of original illustrations for a story.

21. Write a movie script for a good story.

22. Make a list of new, unusual words and expressions.

23. Act out a pantomime about the story.

24. Write a letter to a friend recommending a book.

25. Using information in a book or books make a scrapbook about a subject.

26. Use puppets to retell a story.

27. Make a map of pictorial time line for a historical book.

28. Write a set of questions which other children can answer after reading the book.

29. Broadcast a book review to a radio audience.

30. Prepare a book review to present to a class at a lower level.

31. Write a letter to the author about the book.

32. Model an illustration for a book from clay or soap.

33. Construct a diorama to represent a scene from the story.

34. Using paper, cardboard, wire, rag or pipe cleaners make a character from a story.

35. Tell the class about the book using chalk sketches on the blackboard.

36. Create a colorful mural on paper.

37. Compare a book with a similar one read or compare books by the same author.

38. Write a poem to accompany a story.

39. Add an original stanza to a poem.

40. Write a book report to hang on a line captioned "A Line of Good Books" (A cord is stretched between two points in the room).

41. Write and draw a rebus for a story.

42. Perform a science experiment for the class after having read about it.

43. Dramatize a story using stick puppets.

44. Dramatize a story using flannel board figures.

45. Make a pie plate movie. (A paper pie plate divided into four parts has a part of a scene from the story. A second pie plate with 1/4 cut out is attached to a fastener to the illustrated pie plate. The top pie plate is revolved to show one scene at a time.

46. Write a book teaser to be displayed with a picture on the bulletin board. (ex. I"m as little as thumb. I came out of a tulip. A frog wanted me for his wife. When it was winter, I was very cold. Do you want to know about me? If you do, read the book called "Thumbelina").

47. Give an illustrated lecture for travel book read.

48. Pretend you are the author. Explain why you wrote this book or what you were trying to show the readers.

49. Imagine you are the main character. Tell how you feel about one or two other characters in the story.

50. Make a mobile using the book characters.

51. Do a soap or clay model of animals in the story.

52. Demonstrate an experiment explained in the book.

53. Composite a telegram trying to find the essence of a book in 15 words. Then expand it into 100-word "over-night telegram".

54. Have a friend who has read the story to stump you with questions.

55. After reading a book of poems, learn verse, or read one to the class.

WILD AND WACKY IDEAS FOR CREATIVE WRITING

1. How would you feel if it rained ice cream?
2. How would it feel to live in a walnut shell?
3. What is Excedrin Headache #56?
4. What if everyone wrote backwards?
5. Spray on clothes.
6. What would you do with another hand?
7. If I were a germ!
8. Design a new person.
9. The Day the Gleezle Schnoofed.
10. How would you like to have gills?
11. What would it feel like to be an umbrella?
12. Would you like to be swallowed? If so, by whom or what?
13. What would you do if someone sat on you?
14. Where is the freeazort in your car?
15. The Day the Rain Fell Up.
16. Who put glue in the toothpaste?
17. The Dog Who lost his bark.
18. What kind of sandwich would you like to be?
19. Who tied knots in my pajamas?
20. How did you feel the day you opened the door and found a six foot pink rabbit?
21. What would you do if you were shut up in a box by yourself for 3 days?
22. How would it feel to be a bouncing ball?
23. What do ants think about?
24. A day without gravity.
25. How would you wash an elephant in your bathtub?
26. How did the leopard get his spots?
27. The adventure of a turtle on his way to New York City.
28. What would you do if it snowed purple?
29. Who is McDoogle?
30. What would you do if you didn't have to go to bed every night?
31. What's in a magician's hat?
32. Describe a day of living without water.
33. Exchange places with your parents for a day.
34. How would you feel if you were a dog about to be hit?
35. What would you do for recreation if you lived underground?
36. Whose wacky idea was this?
37. What if Columbus hadn't discovered America?
38. What is over the hill behind your house?
39. What would happen if some people had no gravity?
40. What would you do if you didn't have to go to school every day?
41. Pretend a rich old woman died and left you $1,000,000 to take care of her cat. What would you do?
42. Where do freckles come from?
43. How big is the largest person?
44. What would you do if your bed caved in?
45. Where does the white go when the snow melts?
46. How would it feel to be the sun?

61 WAYS TO TELL ABOUT BOOKS

Curtis L. Englebright
(Instructor - Nov., 69)

1. Hold a panel discussion when several students have read the same book or a group of similar ones.

2. Organize a pro and con panel made up of some students who liked the book and some who did not. Let one person represent the author. Try for an impartial chairman.

3. Dramatize an incident or an important character. The student may relate an incident in the first person.

4. Make radio announcements, student-prepared, to advertise books.

5. Have individual conferences in which students talk about favorite books with the teacher.

6. Appoint a committee of pupils who are avid readers to conduct peer discussions and seminars about books.

7. Hold a mock trial permitting the defendant to tell the story of a book of his choosing. The class renders decision on its merits.

8. Reproduce artist's interpretations of important scenes on slides for the whole class to enjoy.

9. Make brief oral talks - limit five minutes each - at an after-school Coke party or a meeting of a library club.

10. Get the plot down to a succinct nugget. It takes practice to do this in one paragraph.

11. Conduct dialogs between several students revealing the style and story of the book.

12. Prepare book jackets that really illustrate the kind of book as well as the story.

13. Write a précis - but don't do this too often. It can be dry as dust.

14. Compose a telegram, trying to give the essence of a book in 15 words. Then expand it into a 110-word "over-night telegram."

15. Try your hand at a publisher's "blurb" to sell the book.

16. Read orally an interesting part, stopping at a strategic part.

17. Make a sales talk, pretending your audience are clerks in a bookstore and you want them to push a new book.

18. Have questions from the audience, or let three children be challengers.

19. Make comparisons with the movie and radio versions of the same book.

20. Create a poster advertising the book and maybe others by the same author.

21. Build a miniature stage setting for part of the story.

22. Design costumes for characters - in miniature or life size.

23. Write a book review for a school newspaper or magazine, and really send it for possible publication.

24. Make a rebus of a short story and try it on your friends.

25. Write a movie script to sell to Hollywood.

26. For a "how to make" book, bring something you made according to the directions.

27. If it is a travel book, prepare a travel lecture.

28. Write an original poem after studying a book of poetry for both style and choice of subjects.

29. After reading a book of poems, learn a verse, or read one to the class.

30. Tell your best friend why you did or did not like a book.

31. Explain how the book could be used in social studies or science.

32. Make sketches of some of the action sequences.

33. Describe an interesting character - dress as the character, make him come alive to your audience.

34. Write or tell a different ending to the story.

35. Write or tell the most humorous incident; the most exciting happening; the most interesting event; or the part you liked best.

36. Select a descriptive passage and read it aloud to the class.

37. List interesting new words and expressions to add to your vocabulary.

38. Describe a scene to orient your audience - then show it in true Red Button pantomime style.

39. Write a letter recommending the book to a friend.

40. Give a synopsis of the story, but don't give away the climax.

41. Make a scrapbook suggested by information in the book.

42. Construct puppets and present a show of an interesting part of the story.

43. If it is a geographical book, make a map, including on it brief information gathered from the book.

44. Have a friend who has read the story try to stump you with questions.

45. Make a list of facts you learned from reading a factual story.

46. Write questions you think everyone should be able to answer after reading the book - then try them on others.

47. Dress as one of the characters and act out the part you play.

48. Broadcast a book review on your school P.A. system.

49. Write a note to the librarian suggesting why she ought to recommend the book to other students.

50. Review the book you read before another class.

51. Look up the biography of the author and tell about his other books.

52. Make a clay, soap, or wood model to illustrate a phase of the book.

53. Construct a diorama to illustrate a phase of the story.

54. Dress paper dolls as characters in the book, for a bulletin board exhibit.

55. Prepare a chalk talk, or better still, use an overhead projector.

56. Do an illustration for story.

57. Make a mural to illustrate the book - get others who have read it to help.

58. Build a diorama or table exhibit to represent a part of the story.

59. Rewrite an incident in the book, simplifying vocabulary for a lower grade.

60. If it is a science book, plan a demonstration of what you learned.

61. If it is a historical book, make a time line, listing events in sequence.

QUESTIONS FOR INDIVIDUALIZED READING CONFERENCE

I. Comprehension Skills — Author Unknown

A. Central Thought
1. What kind of a story is this?
2. What is it mainly about?
3. Does its setting make a difference?
4. Does its time (of year, in history) affect the story?
5. Does this book remind you of any other book?
6. Did you think it is a happy (sad, frightening) story?
7. Could you describe this in a couple of words?

B. Inferences and Critical Reading
1. Do you think the story is really about _____?
2. Is there something here that isn't actually said?
3. Is there a lesson to be learned in this book? What?
4. Was there anything in the story that was not the same as you've heard somewhere else?
5. Do you think you can believe what it says? Why? or why not?
6. What is the problem of _____ (a character) in the story?

C. Value Judgments
1. Do you agree or disagree with this story?
2. What is your own opinion about _____ in the story?
3. Is this something everyone should read? Why?
4. If only a few people should read, who would you choose?
5. Is the story making fun of us all?
6. If you could pass a law, or have your own wish, would this book influence you?
7. Do you trust what you read?
8. Is it right for someone (writer, publisher, organization, etc.) to print only part of a whole story (event, argument, etc.)?
9. Do you believe everything you read? Why?
10. Do all of your friends believe what they read? Should they? How can you change that if you would want to?
11. Can you trust what this author (publisher, newspaper, magazine) says? Why? or why not?
12. If you cannot find out whether or not a story is true, what could you do that would help somewhat?

D. Author Purpose
1. Who is the author?
2. What do you know about his family (home, etc.)?
3. What other books of his do you know about?
4. What do you feel he is trying to tell people in his stories?
5. If you could talk to him, what would you tell him?
6. Do you think he has children of his own?
7. Does he like animals (nature, etc.)?
8. What ideas are you sure about when you read him?

E. Necessary Plot Sequence
   1. Tell me (us) the story.
   2. After_____(an incident) what happened next?
   3. Tell me (us) what happened first, then_____.
   4. If such-and-such happened before so-and-so, does it make any difference in the story?
   5. If you could, would you change the story around at all? Why?
   6. What was the best part of the story to you? Was this best part in the beginning, middle, or end of the story? Would you have any idea why that part was where it was?

II. Personality Adjustment and Reading Selections
   A. Insight into Personal Interest in Story
      1. Was this a good story?
      2. Why did you choose this book?
      3. Did you ever have an experience like this?
      4. Would you like to be just like the person in the story?
      5. What about this story or material made you angry (sad, laugh, etc.)?
      6. If you could become one of the characters in this story, which one would suit you just fine?
      7. Which character are you sure you would not like to be?
      8. If you could, would you wave a magic wand and live in this time (place, house, etc.)? Why?
      9. Talk to me about your feelings when you read this story?
      10. Do you know anyone like this character?
      11. If you could change anything about this story, what would you change? Why?

   B. Awareness of Peer Group Reaction
      1. Who do you know that likes this type of book?
      2. Would they like this one?
      3. Are you going to tell them about it?
      4. Do you like to have those friends tell you about books?
      5. Do you ever read books with someone else? What books were they?

   C. Insight into Possible Personality Behavior Change
      1. Did you have a problem like this person in the story? Did you get some help with your problem from reading it?
      2. Does this story make you feel like doing something? What?
      3. Did you see something about yourself after you finished this story that you didn't know before? Tell me about it.
      4. Is there something here you didn't like and never would do yourself? What?

III. The Mechanical Skills
   A. Word Definitions
      1. Here is an unusual word. Can you tell me what it means?
      2. Here is another (and another, etc.).
      3. Can you tell me another word that means the same thing? Or almost the same thing?
      4. If I said_____(naming an antonym or homonym,) would you say this word was the same or opposite to it?

5. Did you find any words that meant something different when you read them somewhere else? What was the difference?

B. Study Skills
   1. Show me the index (table of contents, chapter headings, etc.)
   2. Find the page where such-and-such is described?
   3. How do you find things in the index (table of contents)?
   4. Did the pictures help you read this book? How?
   5. Can you find the place on the map where the story was laid?
   6. Can you find the general topic of this story in another book? In any of our reference books? Our texts in other subjects?

C. Ability To Analyze Unknown Words
   1. Show me a word that you didn't know. How did you figure it out?
   2. What is in this word that you know (small word-digraph-initial letter-initial blend-vowel sound, etc.)?
   3. Let me cover up part of it. Now what do you see? Say it. Now here's the whole word. Can you say it?
   4. The word starts like_____but rhymes with_____. Try it.

D. Reading for Details

IV. Ability To Hold Audience Attention
   A. Oral Reading of Selection
      1. What part of your story did you choose to read to me?
      2. Tell me what happened up to this point.
      3. (After the reading). Now tell me what happened next--as it is time for me to stop this conference.

   B. Retelling of Long Story Briefly.

ART ACTIVITIES

Author Unknown

1. Book Jackets - The child designs an original cover for the book. The inside cover could include a biography and synopsis.

2. Dioramas - This technique is effective in portraying one scene, or the general theme of the story. The child creates the scene by arranging objects in front of a scenic background.

3. Flannel Board - The child relates the story through the use of figures or objects on a flannel board.

4. Mobiles - Objects representing ideas or characters from a book are suspended on thread from a coat hanger or rod.

5. Mock Up - The child makes a mock-up which relates to some aspect of the book, and tells its significance.

6. Movie Roll - On a long strip of paper the child draws pictures that show the important events in a story. Each end of the strip of paper is fastened to a folder. The pictures can be moved slowly.

7. Mural - This is a colorful means of presenting the outstanding events from a book. The children make a series of drawings on a long piece which can be fastened to the wall or bulletin board.

8. Opague Projector - The children use drawings as the framework for narrating a story.

9. Picture Album - Children show their impression of characters or scenes through pictures they drew or cut from magazines, and placed in an album.

10. Bookmarks - These symbolize an object from the story. Written on them could be a synopsis of the plot.

11. Stills - The still poster advertises the book the child has read.

12. Scroll Book Report - On a long strip of paper the child makes a series of drawings with captions. Back end of the scroll is fastened to a slender cardboard tube.

13. Silhouette Picture - Silhouettes cut from construction paper are mounted on a background.

14. Travel Posters - Children who have read a book about a particular country could make travel posters on that country.

15. Peep Shows - These are miniature scenes arranged in a box. Light is admitted through a small opening cut across the lid of the box and covered with tissue paper. A peep hole is cut in the end of the box for viewing the scene.

16. Time Line - This shows the major personal events which happened during the lifetime of a character in the story.

17. Bulletin Board of Books - Paintings, dust jackets and murals represent the favorite books of the class.

18. Cartoons - Children draw cartoons of their favorite characters.

19. Scrapbook - The children make a scrapbook about one subject from the book.

20. Modeling - Clay, soap, or wood can be used to model some aspect of the story.

21. Original Illustrations - The child makes a series of illustrations to relate the story.

CREATIVE WRITING

1. Different Ending - The child writes a different ending for the story.

2. Newspaper Article or Headline - The child tells the character's actions in an article or in headline form.

3. Original Poem - The poem describes the story or show the child's impression of the story.

4. Create New Incidents - The child can write new incidents related to the story.

5. Write an "I Was There" Story - The child pretends to be a witness to a famous historical event, and tells what he sees.

6. Tell Story from an Animal's Viewpoint - Rewrite the story as it appears to an animal.

7. Movie Script - Write the script for a movie based on the book.

8. Letter to a Friend - Write a letter to a friend, and tell about the book.

9. Book Review for Lower Grade - Prepare a book review for presentation to younger children. It could include illustrations.

10. Book Report Diary - Write an imaginary diary assuming the personality of a character from the story.

11. Telegram - Write a ten to fifteen word description of the story. It could be made to look like a real telegram.

12. Critical Evaluation - The child writes his own evaluation of the book.

13. Rebus Story - The child writes the story and uses drawings instead of words at appropriate places.

14. Letter to Author - The child writes a letter to the author, telling what he liked about the book. He might request additional information.

15. Original Book Sequence - Using characters from the book, the child writes his own sequel to the story.

16. Radio Commercial - The child writes and performs a commercial promoting the book he read.

17. Television Spot - This is a television commercial. The child would act it out.

18. Pretend You Were the Author - Tell what purpose you had in mind when you wrote the book.

PROGRESS REPORT

NAME _____ REPORT PREPARED BY _____

DATE _____

1. Concepts covered during this period:

Since starting school in September, we have given each child an individual diagnostic test in reading and math skills. Group instruction in the basic skills is given each day as well as individual help with skills. The six and seven year olds work with contracts each week. These contracts for independent work are based on the needs of the individual child. All of the children have become more adept at finding materials and functioning independently. Several units of study have been covered. The children have studied concepts in citizenship and responsibility, ecology, insects and their ways, the discovery of America, and the growth and development of baby chicks. At the present time, we are involved in a study of linear, liquid and weight measurements.

2. Skills Developed:

In reading we've reviewed these concepts with Lori: compound words, consonant blends, digraphs, contractions and antonyms. Lori has mastered the basic sight words she needs to this point. She uses the phonetic skills she has learned quite well. She is doing a beautiful job in her reading and enjoys reading various materials on her own.

In math we have reviewed these concepts: the basic addition and subtraction facts to ten, place value of tens and ones, money values and telling time. Lori has mastered most of these concepts at this point.

3. Skills needing practice:

Lori has been introduced to these concepts in reading: vowel sounds (long and short) and their rules, vowel dipthongs and digraphs (ae, ei, oy, etc.) homonyms and synonyms. We have also begun formalized spelling instruction with Lori. She is also learning dictionary skills such as alphabetizing and is using the simple dictionary. These skills will be the basic core of her reading instruction and still need practice with use. In math, Lori has been introduced to two digit addition and subtraction, place value to the hundreds and the number facts to 20. We have also touched upon simple fractional parts. She still needs practice in these areas and money concepts.

4. What you can do to help your child:

Play spelling games with Lori and read with her. (I'm sure you do this already!) Share poetry with her and play simple number games with money such as making change with coins. This will reinforce her money concepts. Keep doing what you've been doing with Lori since it seems to be working like a charm! She is a delightful child to work with!

Your conference for Lori and Leigh is scheduled for:

Thursday, November 30 at 10:30 - 11:30 a.m.
in the Teacher's Lounge

See you then!

PROGRESS REPORT

NAME _____ DATE _____

I. Social Studies - Science

In Social Studies - Science we have completed a unit on Expression. During the first phase of the unit we investigated the creative process, creative people, and the creative products of architects, scientists, inventors, musicians, playwrights, authors, artists, and businessmen. In the second part of the unit the children were given an opportunity to create and finally they were able to share some of their own creative products with their peers. At present we are studying the Election and have included an outline with this letter.

II. Communication Skills

Your child's needs have been diagnosed and he has been placed on his proper level. He is progressing at his own pace working with appropriate materials and learning activities in our individualized Communication Skills program. At present he is working on Level _____ on our Communication Skills Sequence.

III. Math

In Math your child's placement was also determined by diagnostic tests. He is presently working on Level _____ on our Math Skill Sequence.

IV. Suggestions for helping your child at home:

V. Conference

Please bring any questions to your conference scheduled for November _____ December _____ from _____ to _____. If you cannot come at this time, please call Mrs. Baker. Thank you.

The Intermediate Team

PROGRESS REPORT

LANGUAGE ARTS - In an effort to build a more complete and effective language arts program for your child. We are using the following ideas.

1. Each child has received a complete program on researching, note taking, outlining and writing a report. This program was designed and implemented by Miss Tassia, Media Center Director. These skills are begin tested by each Homebase Teacher through assigned reports.

2. We are using a new skill sequence designed to be more complete. It covers the following areas:

Your child	has completed	currently working in this area
Phonics		
Structural Analysis		
Comprehension		
Structure of Language		
Written Language		
Oral Language		

Your child will have completed or have studied in all areas by year's end.

Your child's current Reading program is _____

You can help your child in this area by:

MATH - Your child is currently working on Level _____ on the Math Skill Sequence. You can help in this area by:

SOCIAL STUDIES - We have designed a program which covers the history of the world with emphasis on the United States from the beginning of civilization to the current time. We are currently considering the Revolutionary War and Constitutional Congress.

SCIENCE - After completing the study of the body we have offered five new units including plant study, Solar System, Universe, Photography, Atoms and Molecules. We will soon be implementing a unit on Oceanography.

I feel, _____ it is necessary to have a conference.

do not feel _____

_____
Signature

CONTRACT

I HEREBY AGREE TO COMPLETE THE FOLLOWING WORK FOR THE WEEK OF:

	MON	TUES	WED	THURS	FRI
CENTERS					
PACKET ____READING ____MATH					
GAMES					
WORD CARDS					
FRIENDSHIP READING					
ACTIVITY CARDS					

SPECIAL ASSIGNMENTS:

PUPIL_____

THE LEARNING CENTER

Definition

A Learning Center is a selection of educational materials specifically designed for independent learning by small groups or individuals. Such a center provides teachers with a way to satisfy diversified learning needs on an individual basis. As the Learning Center materials are designed for independent learning within a multilevel format, the teacher is able to assess the abilities of students from an additional vantage point.

The Learning Center is an approach to learning that develops the individual student's responsibility in his pursuit of knowledge. Learning Centers can be used in an open classroom situation or a self-contained classroom.

WHY LEARNING STATIONS? They are a lot of work, why bother? Learning stations, as we said, help you individualize.

1. A learning station can help you review, practice or extend a skill.

2. A learning station can help to enrich your program.

3. Learning stations can help you offer more choices.

4. Learning stations can provide more fun-type learning situations by adding humor, gimmicks, or a variety of approaches - all of which make learning more interesting to the child.

5. Learning stations can help a child learn individually - at his own pace and according to his ability.

6. Learning stations can help teachers begin to team-teach.

CRITERIA FOR LEARNING STATIONS

There are certain criteria which if followed will make the stations better and their implementation smoother. They follow:

1. Learning stations should be completely self-directed.

2. Learning stations and centers should be self-correcting when possible.

3. Learning stations and centers must be individualized. Learning stations and centers should be attractive. They should be motivational.

4. Another motivator - humor and gimmicks. Don't be afraid to let the "kids" have fun.

5. Variety is the spice of life. While using stations, children can be bored by the same approach used constantly. Use different materials, media, and techniques.

6. At every station each child should be successful. Activities should be provided for each child's differing abilities, or certain children should do only certain stations.

7. Learning stations should be relevant to the children. The kids should have an opportunity to choose from topics.

THE BASIC INGREDIENTS OF LEARNING STATIONS AND CENTERS

Every station should have several components:

a. DIRECTIONS
b. OBJECTIVES
c. CONTENT
d. ACTIVITIES
e. EVALUATION

Further explanation of each of these components might help to clarify stations and centers for you.

a. Directions - These should be crystal clear to the children; they can be presented on a sheet of paper or on a cassette; and they should be appropriate for the age level of the child you're dealing with. They should be as simple as possible.

b. Objectives - As soon as possible after the child gets to the station he should understand why he's there and what's expected of him.

HOMOMONSTERS

LEARN TO FIGHT THEM AND WIN

or

DUNE BUGGIES

FIND OUT ABOUT THEM AND MAKE A MODEL

c. Content - They can read the content, read to find it, watch a film to get it, listen to a record, do an experiment, or listen to someone give it on a cassette. The content is included so the child can get information that will help him reach the goals or objectives of the station.

d. Activities - After he has learned, he can extend that learning through the activities. They also must be appropriate for the level of the child, must be individualized and they should enrich the learning experience.

e. Evaluation - Here's a bit of a sticky one. We don't believe all learning can be evaluated OR that all of it should be evaluated. Learning stations can be, but do not have to be evaluated. If you must, worksheets can be an activity and an evaluation instrument at the same time which kills two birds with one stone. You can, of course, always give a test, and the product or result of an activity can be evaluated by you. You can also have discussions individually or in groups to evaluate the learning which has taken place. The best approach though is to have the child evaluate himself.

Developed by Anita Waterman

FREE CHOICE INTEREST CENTERS

The effectiveness of learning centers with carefully defined instructional goals can be enhanced immeasurably by the use of a wide range of attractively presented Free Choice Interest Centers. These centers can be utilized to meaningfully fill the time gaps sure to occur when all students are working at their own rate and in keeping with their own learning style.

Remember that variety is the spice of life, and that these centers can add the spice to the learning center approach to classroom instruction. The materials and physical arrangements should be changed often to keep them consistently challenging.

Here are some that we like:

Book Nook -	a cozy round rug, comfortable chairs or cushions, and an abundance of colorful new books for browsing and free reading.
Artists' Abode -	a collection of art materials, including paint, crayons, paste, chalk, several kinds of paper, clay, scissors, and of course, a lovely collection of "good junk", with space for students to create their own masterpieces.
Friendship Center -	a cozy nook, crannie or corner, designated for friends to use as a retreat for discussion or for teamwork in completing work tasks. . . students will help to think of special ways to use this one.
Let's-Find-Out Center -	a long table containing reference books, maps, encyclopedias, measuring devices, etc. and lots of printed cards with questions, problems or situations to find answers for.
Construction Center -	a carpenter's bench and tools, scrap lumber, nails and screws, and idea and how-to books.

Author's Pad Center -	a comfortable table (a round one, if possible) and chairs, lots of sharpened pencils, dictionaries, a few carefully selected idea books, and a file of suggestions to trigger students' creative writing.
Act-It-Out Center -	lots of colorful scarves; hats of all kinds; some mustaches and old wigs; and a collection of printed situations for role playing, records to be pantomimed, and stories that can be acted out--all in a secluded corner where a little noise will not be disastrous.
Brain Bank -	a collection of crossword and other puzzles, brain teasers and word games presented with materials necessary for completion.
Read All About It -	newspapers of all kinds, including the local daily paper, with readers guides and provocative questions.
Magazine Rack -	current periodicals appropriate to the age and interest level of the students.
Let's-Find-Out Center -	a long table containing reference books, maps, encyclopedias, measuring devices, etc. and lots of printed cards with questions, problems or situations to find answers for.
Shoppers' Spree -	a big basket full of catalogs of all kinds with two or three bean bag chairs or plump cushions.
Teacher's Surprise Center	a special place set aside for the teacher to "plant" unannounced activities for students to discover by checking on the center at regular intervals.

Add your own to this list!

From Nooks, Crannies, and Corners. Imogene Forte, Mary Ann Pangle, and Robbie Tupa.

MASTER CHART--FOR CHECKING PUPIL PROGRESS IN CENTERS

NAME	CENTER A	CENTER B	CENTER C	CENTER D	CENTER E	CENTER F	CENTER G	ETC.
PAUL	OK		OK		X	X		
STEVE	OK	OK	OK	X			OK	
MARK		X						
SHEIRA		OK			X	X	OK	
CRAIG	OK							
ANGELICA			X	X	X			
DOUG	OK	OK		X			X	
MARY ELLEN	OK	X	OK	OK			OK	
YVETTE		X				OK		
HEIDI	X	OK		X				
PRISCILLA	OK	OK			X	X		
ANNA	OK	X						
JULIE	INDEPENDENT	STUDY						

NOTE: An X indicates that center is not to be done.
OK indicates that the center has been completed.
(No element of evaluation is intended.)

From Nooks, Crannies and Corners. Imogene Forte, Mary Ann Pangle and Robbie Tupa.

RECORD KEEPING

Author Unknown

There are, of course, a number of ways to keep such records. Each teacher, or team, will probably develop his own. Some suggested ways to get started are:

1. A teacher's checklist in a folder combining student names and available Centers can be easily used as a quick daily account of work done or committeed.
2. A large chart may be set up on a wall with each child's name placed on it. A star or other symbol for each Center is added by the child's name as he completes his choices. He can then see which Centers are still available to him. This chart may be the same or different from the one on which children declare their choices. As the children develop in their understanding of the chart, they may help to create a variety of symbolic labels which increases involvement.
3. A Center check sheet may be kept at each Center with all children's names listed. As a child works at the Center, he checks his name in the appropriate date column.
4. Each child may keep his own folder, and check, by suitable symbols, that he has done this or that Center. He reports his progress at one of the regular or "called" conferences with the teacher.
5. In order that parents can be kept aware of the kind of work their child is doing, a check list of each week's work may be sent home together with samples of the child's work. A check or other code might be used to indicate that the work was required, was elective, was required but not completed, or that the Center had been created by the child. The weekly can be an extremely valuable adjunct to the regular report card.

A COLLECTION OF FIFTY READING GAMES FOR THE INTERMEDIATE GRADES (3-5)

COMPILED BY RUTH SUTTON, CURRICULUM SUPERVISOR
POPE COUNTY COMMUNITY UNIT SCHOOL DISTRICT, GOLCONDA, ILLINOIS

COMPREHENSION GAMES

1. Seeing the World

One type of comprehension is involved in answering specific questions. Make a list of the different cities children choose to visit on a particular trip. Appoint ticket agents to represent each city. Each agent is provided with a number of questions which the children must read and answer before they can board the train or boat and leave the city.

2. Puzzle Maps

Maps are cut from old geography textbooks or atlases. Each map is cut into ten to fifteen small pieces and placed in an envelope. Five questions regarding the map are written on the outside of the envelope. The children put the puzzle together and write answers to the questions.

3. Reading to Note Details

Children who read carelessly may be asked to read six or eight paragraphs like the sample below:

In each of the paragraphs below there is one word that is wrong, a word that does not fit the meaning of the rest of the paragraph. When you find this word, cross it out in the paragraph and write a better word on the blank below the paragraph.

1. This book is a collection of tales by the Indians of the Northwest. They have to do with the long ago before white men came to America. The tales are like myths because they try to explain such things as the beginning of fire, the coming of Spring, why the elk have antlers, and why the radio is not dangerous to other animals.

4. Rescue The Princess

Eight players line up at the back of the room. A "princess" is in the "tower" -- six steps away. The teacher gives questions and multiple-choice answers to each player in turn. If the player responds correctly, he may advance one step. The first one to reach the princess releases her.

Variations:

a. Play with two teams of eight children. After a child from each team gives the correct answer, the entire team moves up a step. The team to reach the princess first releases her. Each team member has a chance to answer the question.

b. Test sensory impressions with questions such as "Jane (felt, saw, smelled, heard) the fire siren."

5. Take Away

Place several word cards in the chalk tray or on an easel. Ask the children (who are divided into two groups) to look at them carefully for a few seconds. Then have both teams turn away, so the cards can be mixed and one removed from the tray. The teams then turn around again. The first team to call out the word on the missing card wins a point.

6. Silent Sams

Letter some simple directions for actions that can be pantomimed on small sheets of paper. Fold them and place them in a box with

an opening large enough so that a child can reach in and take one. One child is the leader for each round of play, with the child on the right being the next leader, and so on. The leader walks around the group, letting each child take a note from the box. Silence prevails! As soon as the papers are read, they are refolded and returned to the box. The child pantomimes the directions on the paper and the others guess.

7. Jumbled Sentences

On a permanent card give the following directions and sentences: Rearrange the sentences below and beside the same numbers on your own paper indicate whether the sentence is true or false:

1. For gasoline use fuel autos.
2. Trees on grow oak apples.
3. Mantis the insect an is.

8. Silent Communications

At least six children form a group. A child is paired with the player opposite him. He writes suggestions for something the two of them might do. His partner writes a reply. Notes pass back and forth for a given length of time (a 5-minute limit is wise). Then the children perform what was finally agreed upon in the notes. No words may be spoken. The other players must guess what the action portrays. Example: giving a baby a bath, changing a tire.

9. Memory

Display a number of words on the chalkboard for two minutes. Tell the children they will need to remember as many of them as possible. When the two minutes are up, erase the words. Ask the children to write on a sheet of paper the words they remember. Then read the words that were on the board. Let the children score their own paper.

10. Table of Contents

The children open their books to the table of contents. The teacher asks questions that may be answered from it, such as: "Is there a story in this book about a little goat?" "On what page shall we find the story?" "How many pages are there in the story?" "Are there any poems in this book?" "Are all the stories in this book make-believe?" "How can you tell?"

DICTIONARY GAMES

11. Dictionary Races

Have the children divided into two teams. Each child has a dictionary laying closed on his desk. The teacher has a list of ten to fifteen words on the chalkboard. When the teacher points to a word on the chalkboard the children find that word in their dictionaries. The first child to find the word stands immediately and begins to read the definition. One point is scored to whoever finds the word first.

12. Alphabet Train

After the class is divided into groups of five to seven children, assign simple words to each child. They then arrange themselves in a "train" alphabetically by the first letter of their word. They compete with the other "trains" and the first one to be arranged properly wins. You may want to have the children stand in rows in the front of the room or sit in rows of desks as they become "trains."

Variation:

Assign words containing particular vowel sounds to the children. They arrange themselves in "vowel" trains. Let the "engine" hold a card lettered with the vowel sound

to identify the train.

13. A B C Order

Arrange the children into small groups. Give each player a packet of cards which have words wirtten on them. At a signal each player is to arrange the word cards alphabetically. The first one to finish scores five points the second one finished scores four points, etc. When all have finished each child passes his packet of word cards to the player on his right. The cards are shuffled and at the signal each player arranges his words alphabetically. The scores are recorded and the game continues. The player scoring the highest number of points is the winner.

14. The Dictionary Demons

The players are divided into two or more teams. The teacher has each player divide his paper into three vertical columns ANIMAL, VEGETABLE, and MINERAL. She then puts a list of words on the board; for example ruminant, and micrometer. The players must use their dictionaries in order to write each word in the correct column. Each word correctly placed scores a point for the team. The team with the most points when the teacher stops the game is the winner.

Animal	Vegetable	Mineral

15. Question Box

The class is divided into several teams and players are numbered consecutively on each team. Each player should have a desk dictionary. The cards are placed in a box and a pupil leader then draws one and reads it.

Example: What is the plural of gobble? Player number one on each team uses his dictionary to answer the question and to find the page number on which it is located. As soon as he finds the answer he raises his hand. The leader judges the answer and if it is correct and the correct page number is given, a point is scored for the team. If the response is not correct the leader calls on player number one from another team who is ready to give an answer. The game continues as the leader draws another question from the box and player number two on each team gets to try.

GAMES FOR LETTER SOUNDS

16. Submarine

The object of this game is to submerge a submarine under water as deeply as possible. Show a water line on a flannel board with a piece of blue felt. Each team needs a small plastic or paper submarine. As a team adds words below the water line, their team craft may move one fathom closer to the bottom of the sea. This game is good for drill on rhyming words and similar blends. Add felt and flannel replicas of sea plants and animals for a colorful touch.

17. Is It Long or Short

Divide the class into groups one for each of the five vowels. Each group is assigned a vowel. They collect pictures from old magazines, newspapers, and catalogues to illustrate words which contain the vowel. For example, the group might select pictures of a sled, and egg, and so on. Ask each group in turn to show the rest of the class how to sound the vowel in the words which their pictures represent.

18. Card Calling Games

On small cards, say 3" x 5", print words with different vowel sounds, such as "pig" "hat" etc. Shuffle the cards and give four to each child. A small pack should be left face down on the table. The first player reads a word from any of his four cards. If another player holds a card that contains a rhyming word, he must give the card to the player calling for it. The next player receives a chance to call any of his words. When a player fails to get a card from any of the players, he may draw from the pack on the table. If he still fails to get a rhyming word, or if he cannot read the card he has chosen, he must discard the card he called. The player with the most cards at the end is the winner.

19. Finding Partners

The teacher passes out to half of the class cards bearing word families, and to the other half of the class cards bearing consonants and phonograms. The children with the consonant and phonogram cards pass around among the other children to see if they can make a word by combining their cards. When a word has been made, the child says, "We made _____ with our cards," until the entire class is paired.

20. I'm Going To Aunt Susan's

The leader says, "I'm going to Aunt Susan's and I am going to take along some butter. You can go along if you can think of something that begins with the letter B." The child replies, "I will take along some buns." Continue the game by using other letters of the alphabet.

21. Phonic Bingo

Each player is to have a Bingo card and some colored squares. The holder of the picture cards shows a picture, for example, of a fish. If a player has the letter f on his card he covers it with a slip of paper. When a pupil has five slips in a row he says "Bingo" and wins the game. He is the "caller" for the next game.

22. Hear and Write

The class may be divided into teams. The teacher has a list of words. The teacher pronounces a word, such as strike. The pupils write the three letters with which it begins. A point is scored for each correct answer.

Variation:
The game could be played with single consonants and two letter blends.

23. Flight Plane

The class is divided into two teams. Two pupil leaders decide on a place where they are going to fly their airplane, for instance, Paris. One of them says, "We are going to fly to Paris. Will you help us with our flight plane by answering the following questions?" Members of each team take turns, and their answers must begin with the same sound as the airplane's destination, in this case, Paris.

Example: What color is the plane?
(purple)
Who is the co-pilot?
(Peter)

Whenever a player answers correctly he scores a point for his team. The team with the greatest number of points is the winner. Leaders may choose another initial/sound whenever they desire.

24. Count to Ten

A list of letters is put on a chart rack. One person is "it." He will choose a pair of letters, ack-ick, then he will walk around the inside of the circle and tap each child on the head. He will say one of these sounds as he taps each child. Suddenly he will stop by one child, name one of the sounds and begin to count to ten. The other child must name a word containing that sound before "it" can count to ten. If he can do this he may be the new "it" and choose a new pair of sounds and start again.

25. Simon Says

Today we are going to play "Simon Says" but we are going to play it a little differently than usual. We shall all stand. I shall give you information, and if what I tell you is true, put your thumbs up. If what I tell you is false, put your thumbs down. I shall try to fool you by sometimes putting my thumbs the wrong way. So listen carefully to the things I say so you won't be caught. If I see your thumbs the wrong way, you must sit until the next game; but you can still play while sitting.

Sample Statements:

1. Simon says "n-e-s-s," ness: is a suffix. (Thumbs up)
2. Simon says "cl" is spelled "o-u." (Thumbs down)

WORD MEANING GAMES

26. Use This Word

To help children learn the new vocabulary words from a story, let them use each word independently. Put the words on cards. Display one at a time and say to a child, "Use the word, Susan." The child uses the word in a sentence. One point is given for each correct usage.

27. Word Draw

A pack of cards is in the center of the table. The children sit around the table and draw one card at a time. If they know the answer, they keep it. If they do not, they put it back in the pack. The child with the most cards wins.

28. Zebra Stripes

The zebra, with his alternating black and white stripes, is a good display idea for team play. The players on Team A hold white stripes with words on them. The other team has black stripes. The teams alternate laying the words on the zebra's back. Failure of Team A to correctly identify the word shown by the other team gives them an extra turn, but gives the extra point to Team B, and vice versa. Since these word cards are long and narrow, here is a good opportunity to introduce longer words combining familiar elements such as understand, disagreeable arrangement, and establishment. This can be especially effective on a flannel board.

29. Yachting

Make a series of "flags" from triangular pieces of colored paper. Then cut a large ship and mount it at the front of the room. Use a yard stick or dowel stick for the mast and run heavy cord or string to the deck. Assign colors to each team. When a member of a team knows a correct response to a question given by the teacher or the "captain" of the ship, he letters the word on a flag in pencil or crayon and attaches it to the strings. The team with the most flags on the yacht wins the game.

30. Fishing

A number of flash cards are placed in a box. Each has a steel paper clip attached to it. Children (fishermen) "fish" with a magnet that is fastened to a fish pole made from a stick and some string. The game continues until a child catches a "fish." If he can read

the fish, he gets to keep it. Then someone else takes a turn. The child who catches the most fish wins.

31. Tick-tack-toe

The children are divided into two teams. The first half of several compound words is lettered on cards. The cards are shuffled. The last half of each of the words is put in a tick-tack-toe arrangement on the chalkboard. One member of the class shows a card to a player of one team. This player goes to the chalkboard and puts a circle beside the word which completes it. Another card is shown to a player on the other team, who puts an X beside his word. The team with the three X's or O's in a successive line down, across, or diagonally, wins the game.

32. Proofreading by Ear

The children listen carefully while the teacher gives a definition for a word. The teacher then calls on one of the children to tell whether the definition is correct. If the child says the definition is not correct, he must define the word.

For example:
Teacher: "A dandelion is a flower we plant in the garden."
Pupil: No, a dandelion is a yellow flower that grows wild."
Continue with other words, such as: milk, truck, doctor, etc.

Adaptions: This game may be played as a review of terms used in social studies at higher levels.

33. Alphabet Trail

Pupils can use this game as a seat-work activity. They each write the letter of the alphabet in a column down the left hand side of their paper. They start at the same time and write a word opposite each letter, using that letter for the beginning of the word. At first, the teacher will have to check their papers. Words must be correctly spelled. The player with the most correct words is declared the trailblazer.

34. Good Word Worker

Each child is given a word card. He must correctly pronounce the word, define it and use it in a sentence when he is called on. If he does so correctly he is a "Good Word Worker" and he calls on the next player.

35. I Am Thinking

The leader starts by saying, for example, "I am thinking of a word which means about the same as unhappy." The other players guess in turn by saying, for example, "Is the word sorrowful?" Whoever guesses the word becomes the leader.

WORD RECOGNITION GAMES

36. Jumbled Words

Each group in the class is given a list of words, the letters of which are jumbled. The object--to see which group can put the letters of each word in the correct order. A point is scored for each correct answer.

37. Touch

Place flash cards containing two words on the chalktray in random order. Then have the children play the game in pairs. As the teacher pronounces a word, the children touch the proper card and say the word aloud. The child who touches and says the word first may take that card out of the cardholder. When all the cards have been taken, children count to see who is

holding the most cards. A point is scored for each card.

38. Football

Draw a football field on the blackboard and write words on each ten-yard line. Have the team members read the words in unison from the fifty-yard line to the goal line. If they make no mistakes, it's a touchdown! Then the other team tries to read the words from the fifty-yard line to the opposite goal as quickly as possible.

39. Baseball

Two teams are chosen. The teacher "pitches" (flashes) a word card. If the first batter knows it, he scores a hit and moves to first base and the child already on first moves to second base ond so on. If a batter does not give a correct answer, it is an "out." The teams change after three outs. The team with the most "runs" wins. (You may want to mark the bases with beanbags).

Variations:

1. catcher, supplied by the team not at bat, tries to put the batter out by saying the word first.
2. Let a pupil be the "pitcher."

40. Batting Practice

The class is divided into two teams. One player from each team comes to the front of the room. The teacher shows them a flash card. The player who gives the correct response first scores for his team. This continues until all the children in the first group have recognized at least one word. One player may score several rounds. The team with the greatest number of hits wins the game.

41. More Than One

The players are divided into two teams. The teacher or leader says three nouns, such as dog, pencil, or school. She then calls on a player who must write the plurals of these nouns on the chalkboard. Each player on a team takes his turn and earns one point for each correct plural written in proper sequence. The team with the most points is the winner.

42. Camera

All of the children shut their eyes and the teacher writes a word on the board. When the teacher says "click" the children open their eyes and "take a picture" of the word on the board. The picture will need to be very fast because the teacher will erase the word as soon as the children open their eyes. Then the teacher calls on someone to "develop the film" and they tell her the word that was written on the board. A point is scored for each correct word.

43. Train Shift

The children stand in a row. The front child is the engine; the last child is the caboose. The teacher shows two cards. They may be pairs of words or sounds of different ones. The first child to find the correct answer, "pair" or "odd" may move one space nearer the engine. The goal is to stay the "engine."

44. Stepping Stone

PLay this game using a chalkboard drawing or by having your pupils walk around the room. A correct response lets the child move to the first stone. Thereafter, successive correct responses are needed for him to get "across the

stream." You may want to play this game with teams. Let the two teams compete, starting from opposite "banks." If a player steps on a stone occupied by an opponent, the opponent must go back to the starting line.

45. Scavenger Hunt

Hide word cards around the room in various places. Give lists of words to the children. The first one to complete his list by gathering the word card wins.

MISCELLANEOUS

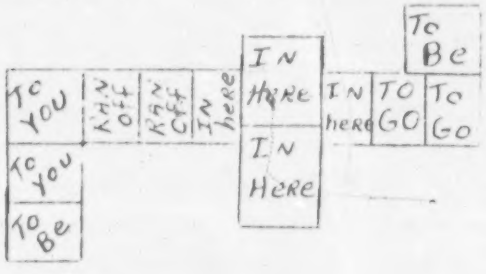
46. Riddles

The children are given cards containing such riddles as the following. They guess them if they can and then read them to the rest of the class.

1. What has four legs, one head, and one foot? (bed)
2. What has a foot at each end and one in the middle? (yardstick)
3. Why shouldn't you put a clock at the top of the stairs? (It might run off).
4. Name three keys that are too big to put in your pocket. (donkey, monkey, turkey)
5. When is a piece of wood like a queen? (When it is made into a ruler)

47. Dominoes

This is played with phrase cards made to resemble dominoes, with phrases taking the place of dots.



48. Proof Reader

Give each child a part of an article cut from a magazine, newspaper, or other discarded publication. The article is mounted on a sheet of paper. The child first reads the material and then notes the directions which are on the back of the sheet. For example, the directions may tell him to circle three-syllable words with a red crayon, proper nouns with a green crayon, and so on. Then let the child check his own work.

49. Gossip

Without leaving their desks, or their circle of chairs, the players rapidly pass a message from one to another. The teacher may start the message by whispering to a player or she may ask one of the players to begin. The first player whispers the message to his neighbor and he in turn passes it on. Thus the message passes rapidly down one row and up another, and around a circle. The last player tells the group what he thinks he heard. The first player repeats the original message, which is usually quite different. Some children may be able to tell where the message is changed.

50. Guess the Word

The teacher prints on the board a list of words in scrambled form. Along side each she may give a clue, such as definition, classification, etc. Children are asked to reassemble the words.

For example:

h-c-e-r-e-c-s This word means HOWL (screech)

PICT - PACT'S

(Providing Individualized Concept Training through Pictured Activity Card Tasks)

developed by K-3 Teachers, Oakland Center for Teacher Education with Barbara Schmidt, Rdg. Consultant, University of California, Berkeley.

WHY PICT-PACT's???

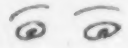
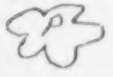
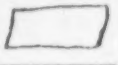
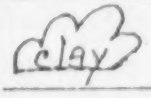
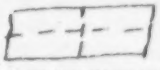
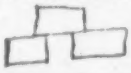
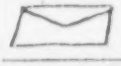
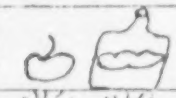
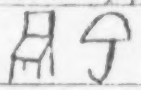
We were concerned with non-readers at the primary level. How could we help these children develop pre-reading skills while encouraging them to move toward completing tasks in an independent, self-directing way--IF THEY COULDN"T READ TO FOLLOW DIRECTIONS?

We came up with a batch of some 50 independent job cards based on a rebus code with primer vocabulary so that they might be involved in meaningful independent activities.

HOW TO USE PICT-PACT's???

The Pict-Pact Code was introduced on a large colorful chart which would remain visible at all times (see sample below). Each day additional pictures would be introduced and reinforced. Appropriate task cards would be chosen dependent on the needs of the individual child. We printed our tasks on large index cards which were color-coded according to the skills areas (shapes, initial consonants, etc.) Child and teacher would read the task together to assure clarification of the job. Then the child would read the rebus-writing back before returning to his seat with his job card. Upon completion of the task, the child was given an opportunity to share his work. The child and teacher would record, together, his record of completion in his own Pict-Pact folder.

Samples of task cards are enclosed. The possibilities are limited only by time and energy.

 LOOK FOR	PASTE	CUT
 PICTURE	WRITE, DRAW	BOOK
 PAPER	MAGAZINE BOX	PAINT
 CLAY	 FOLD	CLOTHES
CHALKBOARD	 BLOCKS	COLOR
 ENVELOPE	 FOOD	ANIMAL
POPSICLE STICKS	FRIENDS	PAPER PLATES
STICK PUPPETS	 FURNITURE	

PICT - PACT'S - SAMPLE TASK CARDS

1. 6 ☐☐☐☐☐☐.
2. AROUND THE ROOM.
3. A NAME OF A OR ON EACH ☐.
4. THE NAMES IN A-B-C ORDER.

1. !
   M-N B-D H-T
   T-N R-D G-T
   P-N F-D B-T
2. GET .
3. DO THIS .
4. DO YOU HAVE 4 WORDS?

WHAT MAKES YOU FEEL

1. GET ☐.
2. MAKE (✎) A OF WHAT MAKES YOU FEEL LIKE ONE OF THE 's.

a .

1. GET .
2. DO THIS → .
3. ASK YOUR
4. LIKE THIS:
5. A .

1. GET RED BLUE GREEN AND 10
2. 10 O's.
3. DO THIS: →
4. LIKE THIS .
5. PLAY THE LETTER NAME GAME WITH A .

1. GET .
2. TWO (2) 's LIKE: AND
3. AND ON LIKE:
4. ON SIDE, THINGS YOU LIKE TO DO.
5. ON SIDE, THINGS YOU DON'T LIKE TO DO.

1. MAKE A BOOK OF SMELLS!
2. GET ☐.
3. OF THINGS YOU CAN SMELL WITH YOUR {.
4. COVER FOR YOUR .

NOW . . . LET THE KIDS DEVELOP SOME OF THEIR OWN DIRECTIONS!

INQUIRY SKILLS

Author Unknown

I. Locating information

A. Work with books
1. Use title of books as guide to contents
2. Use table of contents
3. Alphabetize
4. Use index
5. Use title page and copyright date
6. Use glossary, appendix, map lists, illustration lists
7. Distinguish between story books and factual books
8. Choose a book appropriate for the purpose

B. Find information in encyclopedias and other reference books
1. Locate information in an encyclopedia by using key words, letters on volume, index and cross references
2. Use of reference works, such as World Almanac, atlases, Who's Who

C. Make efficient use of the dictionary
1. Alphabetize a list of words according to the first letter; according to the second and third letters
2. Use guide words
3. Learn correct pronunciation of a word
4. Understand syllabication
5. Choose the appropriate meaning of the word for the context in which it is used

D. Read newspapers, magazines, and pamphlets with discrimination
1. Recognize these materials as sources of information about many topics, especially current affairs
2. Select important news items
3. Select from these sources material that is pertinent to class activities
4. Learn the organization of a newspaper and how to use the index
5. Learn about the sections of the newspaper
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets

E. Know how to find material in a library

F. Gather facts from field trips and interviews
1. Identify the purpose of the field trip or interview
2. Plan procedures, rules of behavior, questions to be asked things to look for
3. Take increasingly greater initiative in the actual conduct of the field trip or interview

4. Evaluate the planning and execution of the field trip or interview
5. Find acceptable ways to open and close an interview
6. Express appreciation for courtesies extended during the field trip or interview
7. Record, summarize, and evaluate information gained

II. Organizing information

A. Make an outline of topics to be investigated and seek material about each major point, using more than one source

B. Select the main idea and supporting facts

C. Compose a title for a story, picture, graph, map or chart

D. Select answers to questions from material heard, viewed or read

E. Take notes, making a record of the source by author, title, page

F. Classify pictures, facts, and events under main headings or in categories

G. Make simple outlines of material read, using correct outline form

H. Write a summary of main points encountered in material

I. Make a simple table of contents

J. Make a bibliography

III. Acquiring information through reading

A. Skim to find a particular word, get a general impression, or locate specific information

B. Read to find answers to questions

C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas

D. Select the statements that are pertinent to the topic being studied

E. Make use of italics, marginal notes, and footnotes to discover emphasis by author

IV. Acquiring information through listening and observing

A. Listen and observe with purpose

B. Listen attentively when others are speaking

C. Identify a sequence of ideas and select those that are most important

D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information

E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation

F. Reserve judgement until the speaker's entire presentation has been heard

G. Take notes while continuing to listen and to observe

H. Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics

V. Communicating orally and in writing

A. Speak with accuracy and poise
   1. Develop an adequate vocabulary
   2. Choose the appropriate word
   3. Pronounce words correctly and enunciate clearly
   4. Talk in sentences
   5. Prepare and use notes in presenting an oral report, giving credit when material is quoted
   6. Keep to the point in all situations involving oral expression
   7. Develop self-confidence
   8. Exchange ideas through discussion, either as leader or participant
   9. Respect limitations of time and the right of others to be heard

B. Write with clarity and exactness
   1. Collect, evaluate, and organize information around a clearly defined topic
   2. Write independently, avoiding copying from references
   3. Give credit for quoted material
   4. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing and arranging written work
   5. Proofread and revise

VI. Interpreting pictures, charts, graphs, tables

A. Interpret pictorial materials

1. Recognize these materials as sources of information
2. Distinguish between types of pictorial material recognize the advantages of each, and recognize the need for objectivity in interpretation
3. Note and describe the content of the material both general and specific

B. Interpret cartoons
   1. Recognize these materials as expressing a point of view and interpret the view expressed
   2. Note and interpret the common symbols used in cartoons

C. Study graphs and tables
   1. Understand the significance of the title
   2. Determine the basis on which the graph or table is built and the units of measure involved
   3. Interpret the relationships shown
   4. Draw inferences based on the data

D. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)

E. Relate information derived from pictures, charts, graph, and tables with that gained from other sources

SEQUENCE OF SOCIAL STUDIES SKILLS

From Annville Cleona School District, Annville, Penna.

Map Skills

I. Earth as a Globe

A. Model of earth is called a globe

B. Globe is "round" so we call it a sphere

C. Globe is a map as well as a model of our earth - map or drawing on globe shows where things are on the earth

D. Globe is more accurate than flat map - e.g. Greenland

E. Hemispheres
   1. Half a sphere is called a hemisphere so half of the earth is called a hemisphere (hemi-half; sphere-ball)
   2. Two we live in -
      a. Northern
      b. Western
   3. Land and water hemispheres
   4. Eastern and Southern

F. Rotation - day and night concept

G. Revolution - of earth around sun
   1. Causes 4 seasons in the year
   2. Seasons in Northern Hemisphere are opposite of those in Southern Hemisphere
   3. Tilt of earth's axis - axis is imaginary rod through center of earth

H. The surface of earth is curved, although appears flat

I. Compares a picture of the earth with a picture of a globe

II. Directions

A. North toward North Pole - South toward South Pole on ANT map

B. When facing N., east is always to right - west is to left

C. Cardinal directions
   1. North
   2. South
   3. East
   4. West

D. Intermediate directions
   1. N. W.
   2. S. W.
   3. N. E.
   4. S. E.

E. Understand use of compass for directions

F. Relative terms of location and direction
   1. Up and down are different from north and south
   2. Near and far

G. Introduce N., S., E., W.

H. Learns the relationship of the sun to the cardinal points

III. Map Representation

A. How to read a map
   1. Read a variety of special purpose maps
   2. Draw inferences on basis of data obtained from them

B. Two basic types of maps
   1. Physical
   2. Political

C. Specialized maps
   1. Product maps
   2. Vegetation
   3. Climate
   4. Color symbols
   5. Airplane view
   6. Community maps
   7. Relief maps
   8. Outline
   9. Population map
   10. Transportation map
   11. Resource centers
   12. Road map
   13. Rainfall
   14. Weather map
   15. Historical
   16. Cultural

D. Noting how symbols may vary on different maps

E. Learns to use a road map using a compass rose to find directions

F. Make a simple, large-scale map of a familiar area, example, classroom

G. Make inferences about directions. (Will the sun shine through the west window in the morning or in the afternoon)

IV. Interpreting Maps

A. Interpret map symbols and color and visualize what they mean

B. Locate places on maps and globes

C. Draw inferences by comparing different map patterns of same area

D. Note differences in topography

E. Recognize location of major cities of the world with respect to their physical setting

F. Use atlas - all parts

G. Understand the significance of location as it affected national products

H. Interpret elevation of land from the flow of rivers

I. Understand differences in different map projections and recognize distortions involved in representation other than globe

J. Use maps and globes to explain geographical setting of historical and current events

K. Orient large scale maps in proper place on small scale maps

L. Learn to use legends, key, directional arrow (compass rose)

M. Use map vocabulary accurately

N. Study color contour and visualize the nature of area shown

O. Learns to identify certain geographical and political features (natural and man-made) on a map

P. Reads and interprets the map of a community

Q. Recognizes boundary lines and coastlines

R. Recognizes map symbols: building, bridge, mountain, hill, railroad, island, ales, etc.

S. Reads floor plans and compares a simple with a complete one

T. Learns about the geographical factor in the growth of a community

U. Finds the U.S. on the globe

V. Compare relative size, length, height of oceans, rivers, cities, counties, states, countries, continents, mountains

W. Compare natural conditions and distance from the equator

X. Understand that maps of same area may show different kinds of information

Y. Reading captions to help interpret maps

Z. Direction of flow of rivers: upstream, downstream

V. Land and Water Masses

A. Land Masses - Continents
1. Seven large masses on earth's surface
a. North America
b. South America
c. Europe
d. Asia
1. c & d sometimes referred to as Eurasia because they are one large land mass divided by a mountain range
e. Africa
f. Australia
g. Antarctica
2. Land masses are divided into regions
a. Polar regions
b. Desert regions
c. Wet tropics
d. High mountain regions
e. Forest lands
f. Grasslands
3. Continents are divided into smaller parts called countries. (Australia is the only continent and a country, too.)
a. Our continent is N. A.
b. Our country is U. S. of America
c. Our country is divided into still smaller parts called states -- our state is Pennsylvania.

B. Water Masses - Oceans
1. Atlantic Ocean
a. ocean closest to us
b. 2nd in size
2. Pacific Ocean
a. largest ocean
3. Indian Ocean
a. 3rd largest ocean
4. Arctic Ocean
a. smallest
b. coldest
5. Antarctic Ocean
a. listed as 5th ocean in some texts

C. Locates land and water features on a variety of globes and maps

D. Understands that various countries have different physical characteristics

E. Composition of the earth's surfaces
1. Most of the earth is water
2. The rest of land mass which is inhabited by men

VI. Geographic Terms

basin
bay
butte
canal
canyon
channel
cliff
continent
delta
desert
divide
downstream
fiord
glacier
gulf
harbor
highland
hill
island
isthmus
lake
lowland
land elevation
latitude-longitude
mesa
mountain
mouth
ocean
peninsula
conterminous states
plain
plateau
river
sea
source
strait
swamp
tide
tributary
upstream
valley
volcano
topography
global grid
climate
natural resources
raw materials

VII. Imaginary Areas of Earth's Surface

A. North Pole - point farthest north

B. South Pole - point farthest south

C. Equator - halfway between the Poles

D. Arctic Circle - imaginary boundary of the north polar regions. It runs parallel to the equator at 66 degrees 30 minutes (66°30') north latitude

E. Antarctic Circle - imaginary boundary of south polar regions running parallel to the equator at 23 degrees 30 minutes north of the South Pole

F. Tropic of Cancer - circle around the earth, 23.45 degrees north of the equator

G. Tropic of Capricorn - circle around the earth 23.45 degrees south of the equator

H. Grid lines
   1. east-west lines are lines of latitude or parallels (true east-west lines)
      a. guide children in their use of lines of latitude to note places north or south of their city or state. Places on same line of latitude are east or west of each other.
   2. north-south lines are lines of longitude or meridians
      a. true north-south lines
      b. by checking meridians, children can note places east or west of their city or state
      c. places on same meridian are directly N. or S. of each other

3. latitude and longitude are expressed in degrees noting directions on different map projections and directions to places studied.
4. Prime Meridian
   a. located on 0° longitude (Greenwich, England) and all other meridians are numbered east or west of prime meridian.
   b. is used to measure time zones for the world

I. International Date Line
   1. understand reasons for international date line
   2. compute time problems of international travel

J. Time Zones
   1. Use scale ring to develop this
   2. time in relation to rotation of the earth
   3. time in relation to longitude
   4. time in relation to Prime Meridian and International Date Line
   5. Earth is divided into 24 time zones, each of which is 15° longitude wide - e.g. when clock at Greenwich shows noon, it is one o'clock in afternoon 15° east of Greenwich

VIII. Scale

A. Always begin teaching scale concept on GLOBE - not on flat map

B. Each item on map is of right size to match other items

C. Determine distance on maps by using scale

D. Compare maps of differing scales; use the scale to compare and to determine distances between places

E. Compare maps of different areas to note that a smaller scale must be used to map larger areas

F. Estimate air distances

G. Check scale on various maps

H. Use small objects to represent large ones, as a photograph compared to actual size

IX. The State Map

A. Shape of your state

B. Relative location of state of Pennsylvania
   1. each state has a location relative to natural features, e.g. (close to or far from oceans)
   2. each state has a location relative to other states
   3. what forms boundaries of your state (is your state a conterminous state?)

C. Distinguishing features of the state
   1. Find and identify rivers of Pennsylvania map
   2. Find and identify mountains and hills
   3. Find and identify plateau areas
   4. Find and identify various land regions
      a. Coastal plain
      b. Piedmont
      c. Great Valley

D. Identify major population centers

E. Highest and lowest points of elevation

F. Countries
   1. Penna. is divided into 67 counties
   2. Locate (Lebanon Co.) on desk outline map

G. Locate Harrisburg - capital city of Pennsylvania

H. Read Pennsylvania road map and be able to plan a trip between cities

NAME _____ SCHOOL _____

A-ACCEPTABLE I-IMPROVING N-NOT USUALLY SCHOOL YEAR _____

PERSONAL AND SOCIAL DEVELOPMENT

	A	I	N
I. Self-concept:			
A. Is he aware of the purpose of the learning environment?			
B. Does he accurately estimate his own ability?			
C. Does he face problems of his own, seeking help when necessary?			
D. Does he show perseverance?			
E. Does he express realistic satisfaction with his accomplishments?			
F. Is he accepting of himself?			
II. Self-direction and self-control:			
A. Does he show interest in learning and in improving his abilities?			
B. Does he show dependable carry-through with his individual responsibility?			
C. Does he assume his part in group activities?			
D. Is he developing ability to express himself freely, yet maintaining appropriate self-control?			
III. Relationships with others:			
A. Does he show sensitivity to and respect for the interest, welfare and property of others?			
B. Does he relate well to adults?			
C. Does he relate well to children?			
D. Does he display acceptable manners?			
E. Is He? overly shy, overly aggressive; neither?			

MATH CONTRACT

DEVELOPED BY ANITA WATERMAN

Name _____ Date _____

Weekly _____ Daily _____ Checkout day _____ Time _____

Merril Math Skilltapes

Topic _____

Part _____ Steps _____

Programmed Math Text or Regular Math Text (circle one)

Book _____ Units _____ Pages _____ _____

Group Work with (teacher) _____

on (subject) _____

on (days, time) _____

Worksheets in folders _____

S. R. A. Comp. Skills Kit _____

Cross Numbers Kit _____

Math Applications Kit _____

El. M. Kit _____

Arithmetic Fact Kit _____

Learning Stations _____

Other _____

Work Completed _____

Teacher's Signature _____

COMMUNICATION SKILLS CONTRACT
DEVELOPED BY ELIZABETH JENKINS SCHOOL TEACHERS

1. Name _____ 2. Date _____

3. Weekly_____ 4. Daily_____ 5. Checkout Day_____ 6. Time ____

7. a. _____ Reading Titles Pages

b. _____ c. _____

_____ _____

_____ _____

Total

8. Group reading with (teacher) _____

on (day(s), time) _____

8. a. _____ Follow-up activities b. Nos. _____

c. Other _____

9. a. _____ SRA Reading

b. Color						
c. Number						

10. a. Imperial Reading Kit

b. Red _____ b. White _____ c. Lesson Numbers _____

11. Creative writing with (teacher) a. _____

on (days, time) b. _____

c. Topics _____

d. Creative writing list (nos.). _____

12. a. SRA Spelling

b.

Color					
Number					

13. Spelling with (teacher) a.

on (days, time) b.

worksheets c.

spelling list d. _____

_____

_____

_____

_____

14. Skills

a. with (teacher) _____

b. on (days, time) _____

c. worksheets _____

_____

15. Handwriting with (teacher) a.

b. Where _____

c. on (days, time) _____

d. Learning station (activity numbers) _____

_____

16. Learning Stations _____

_____

17. I agree to do the work on this contract -

Signed _____

_____

18. Work completed _____

_____

19. Teacher's signature _____

_____

20. Parent's signature _____

_____

21. Comments:

SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	SCIENCE	CONTRACT	SCIENCE	CONTRACT	CONTRACT
			U. S.		
10:00	U. S.				
11:00	LANGUAGE ARTS	MATH	MATH	LANGUAGE ARTS	MATH
1:00	SPECIALS	LANGUAGE ARTS	SPECIALS	HANDWRITING	HANDWRITING
		OPEN		INT - CENTERS	INT - CENTERS

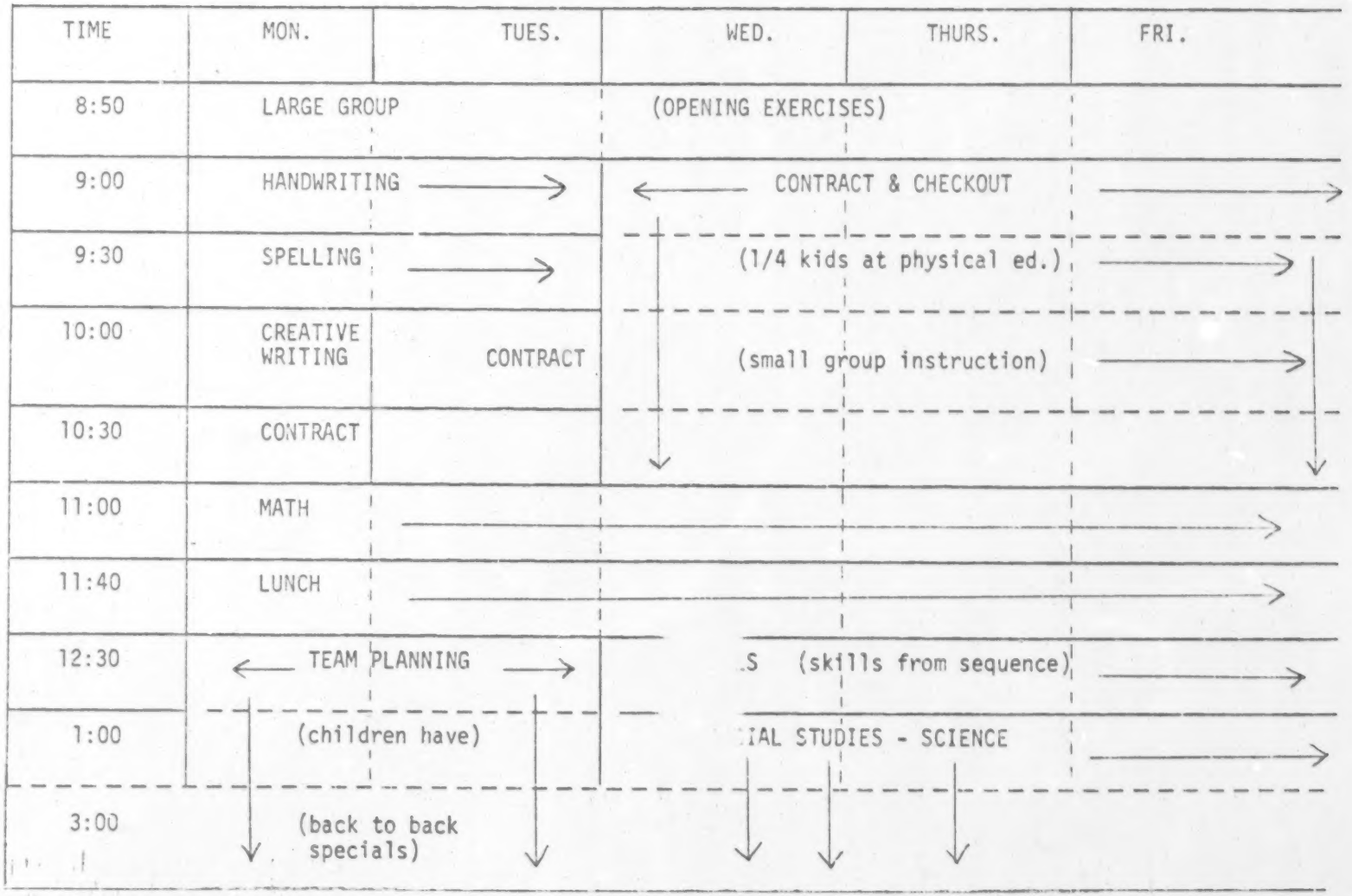
READING

STATIONS

OTHER

SPELLING

SCHEDULE


TIME
MON.
TUES.
WED.
THURS.
FRI.
8:50
LARGE GROUP
(OPENING EXERCISES)
9:00
HANDWRITING
CONTRACT & CHECKOUT
9:30
SPELLING
(1/4 kids at physical ed.)
10:00
CREATIVE WRITING
CONTRACT
(small group instruction)
10:30
CONTRACT
11:00
MATH
11:40
LUNCH
12:30
TEAM PLANNING
S (skills from sequence)
1:00
(children have)
IAL STUDIES - SCIENCE
3:00
(back to back specials)

(NAME OF SCHOOL)
DEVELOPED BY ANITA WATERMAN

Dear Parents,

I'm a week late but it's never too late to launch a P. I. P. (Parent Involvement Program). WE NEED YOUR HELP.

In the next four pages you'll find a fairly comprehensive list of ways you can help. The first two sheets lead primarily to instructional tasks; the last two are primarily non-instructional in nature. We need both!

Mrs. Smith has agreed to be our P. I. P. coordinator, and will work with the teachers and her committee to organize and set up the program. Please give her your support if she asks. She certainly can't do this alone.

If you can help in any way please fill out the enclosed forms and return to me. Sheets 1 and 2 are fairly self explanatory and will have to be dealt with almost individually. Sheets 3 and 4 need some instruction. Will you please check the items you would be willing to help with? Then, after we have a chance to tabulate the results, we'll be sending a follow-up sheet requesting the times you can help.

PLEASE RESPOND.

Thank you very much.

C A N Y O U

(OR ANYONE YOU KNOW)

COOK?

BAKE?

PUT SHIPS IN BOTTLES?

DO JUDO?

SEW?

TEACH BASKETBALL?

BUILD?

GIVE MINI-BIKE LESSONS?

SKI?

DO ORIGAMI?

ARRANGE FLOWERS?

JUGGLE?

FLY?

SURF?

GARDEN?

DANCE?

SCULPT?

SKIN DIVE?

ETC? ETC? ETC?

DON'T BE MODEST, DON'T BE SHY, STEP UP AND VOLUNTEER, VOLUNTEER YOUR FRIENDS OR RELATIVES, PULL SOME STRINGS - REMEMBER . . .

P I P NEEDS YOU! (AND ALL YOUR FRIENDS)

PARENT INVOLVEMENT PROGRAM

(SO DO WE)

Name _____ Date _____

1. Collecting lunch and milk money.
2. Collecting supplementary books and materials for instruction.
3. Collecting and displaying pictures, objects realia and models.
4. Collecting money for charity drives, pupil pictures, trips, etc.
5. Proofreading class newspaper.
6. Ordering and returning films, filmstrips and other AV materials.
7. Distributing and collecting materials from supply room, such as writing paper, art paper, and supplies and keeping them available for children's use.
8. Procuring, setting up, operating and returning instructional equipment.
9. Building up resource collections and bibliographies for specific units, learning stations, or packets.
10. Obtaining special materials for science or other projects
11. Keeping records of books children have read.
12. Arranging and supervising indoor games on rainy days.
13. Checking out books from Ganser and Lancaster libraries.
14. Typing and duplicating mass communications.
15. Typing, duplicating and collating instructional materials.
16. Typing and duplicating the class newspaper.
17. Typing and duplicating children's writings and other work.
18. Typing and duplicating scripts for plays and skits.
19. Making arrangements for field trips, collecting parental permission forms, and accompanying teachers on trips.
20. Telephoning and making arrangements for special classroom resource speakers from college or elsewhere and possibly a file of these available people.
21. Displaying pupil work.
22. Attending to housekeeping chores and supervising clean-up time.
23. Preparing instructional materials, cutouts, master copies, flannel board materials, science materials, social studies displays, concrete teaching aids for arithmetic, etc.

24. Arranging bulletin board displays for teaching purposes, such as flow charts.

25. Arranging interesting and inviting corners for learning; science or recreational reading areas, investigate areas.

26. Keeping bulletin boards current.

27. Developing techniques and materials to meet individual differences such as rewriting reading materials for less able readers, taping reading assignments for less able readers.

28. Supervising committees engaged in painting murals, constructing, researching, or experimenting.

29. Presenting information concerning you and your background, special interests, talents, or skills.

30. Tutoring individual children.

31. Listening to oral reading by children.

32. Reading and storytelling.

33. Helping with the preparations of special programs.

34. Previewing films and other AV materials.

35. Preparing charts of worthwhile, upcoming television shows, specials, or educational TV programs.

36. Setting up learning stations from previously made formats, or helping teacher set them up.

37. Helping children set up learning stations on independent research projects.

38. Helping with follow-up activities.

39. Helping children find materials in media-center when no one is available.

40. Keeping instructional kits, materials, cassettes in order.

41. Preparing new materials for classroom use.

42. Accompanying children and teachers on field trips.

43. Recording content material on to cassette tapes.

44. Helping young children through lunch line.

Information sheet Name _____ Date _____

Occupation _____ Previous Occupations _____

SKILLS OR TALENTS Name (yours or friends or relatives)	Address or Phone No.	Skills	Suggestions on how best to use persons skills
Can speak foreign language Name	Address or Phone No.	Language	Conversational or Instructional
Hobbies or Interests Name	Address or Phone No.	Hobby or Interest or Collection	How could it best be shared

Information sheet page two

Travel (or lived in or native of other parts of this country or foreign country)	NAME	PHONE NO. OR ADDRESS	COUNTRY (IES)	ANY HELPFUL INFORMATION FOR US
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			

TRAVEL (CONTINUED)

Please put yes or no in numbered boxes corresponding to numbers of above travelers.

	Number as above						
	1	2	3	4	5	6	
COULD BRING IN REALIA OR SOUVENIRS FROM COUNTRY							
COULD SERVE AS RESOURCE PERSON AND TALK TO CHILDREN							
COULD SHOW MOVIES OR SLIDES TAKEN IN COUNTRY							
COULD SET UP LEARNING STATION ON COUNTRY IF ASSISTED							

ETC. (not real good at but could assist with)	NAME	PHONE NO. OR ADDRESS	ACTIVITIES

MATHEMATICS SKILLS
FROM
FORT FRYE ELEMENTARY SCHOOL, BEVERLY, OHIO

Readiness Level:

Upon successful completion of the readiness level the child will be able to do the following:
To count in sequence 1-7
To recognize numerals 1-7
To correctly form numerals 1-7
To make sets equal by adding or taking away
To recognize the four basic shapes in different positions
To recognize a penny, nickel, and a dime
To count items in a set, using one-to-one correspondence

Level One:

To arrange numerals 1-7 in proper sequence
To recognize sets and subsets 1-7
To do cardinal and ordinal counting 1-7
To associate sets, numerals, and number words 1-7
To supply the missing addends for sums 1-7
To solve the addition and subtraction facts through 7, using counters if necessary
To solve simple number problems based on a picture sequence or a continuous story

Level Two:

To read and write numerals 1-9
To arrange numerals 1-9 in proper sequence
To associate sets, numerals, and number words 1-9
To do cardinal and ordinal counting 1-9
To supply the missing addends for sums 1-9
To solve addition and subtraction facts through 9, using counters if necessary
To solve the multiplication and division facts through 9

Level Three:

To use zero as a place-holder for the empty set
To solve vertical addition facts with sums through nine
To tell the value of a penny, a nickel, or a dime
To make equivalent sets using pennies, nickels, and dimes
To add and subtract using money
To add columns of 3 numerals with sums through 9
To count to 100 by 10's
To count to 50 by 5's
To count to 50 by 2's

To recognize place value of ones and tens
To fold paper to show 1/2 and 1/4
To tell time on the hour

Level Four:

To solve column addition and subtraction facts of numbers through 10 (with counters)
To read number words and write corresponding numerals through 10
To add and subtract sums of money through 10 cents
To tell what comes before and after a number to 100
To determine value of sets of coins through the teens
To tell time to the half hour
To add sums of money in columns of three numerals

Level Five:

To count in sequence 1 to 100
To write in sequence the numerals 1-100
To count by 2's, 5's, and 10's to 100
To use the symbols , , =
To write the addition and subtraction facts to 14 in vertical and horizontal form
To identify the basic geometric shapes by name
To add and subtract to 20 by using a number line
To make pictures illustrating the teen numbers
To demonstrate place value to two places using bundles
To match number words and numerals to 20
To use correctly ordinal number words first to tenth

Level Six:

To add and subtract 2- and 3-digit numbers vertically (without renaming)
To read 3 digit numerals
To demonstrate place value of 3-digit numerals with bundles and pictures of bundles
To write the numbers that come before and after 3-digit numbers
To write equations to solve word problems using addition and subtraction
To find the missing number in an equation
To tell time to the quarter-hour and write these times
To show equivalent value of coins to one dollar and to write them in equation form
To recognize 1/2, 1/3, 1/4, of a whole by use of pictures

Level Seven:

To tell the value of a numeral in different positions to three places
To rename 3 digit numerals as hundreds, tens, and ones; tens and ones; or hundreds and ones

To recognize number words through the teens and --ty words
To give quick recall of addition and subtraction facts
To recognize odd and even number endings
To make pictures showing 1/2, 1/4, 1/8, 1/3
To identify coins and give their value
To solve story problems involving time, length, weight, temperature, and liquid measure (cup, pint, qt., gal.)
To compute using multiplication and division facts for 2's and 3's
To identify these geometric figures in addition to the four basic shapes:
line, line segment, end point, angle, ray, closed space figure, open space figure

Level Eight:

To read and write Roman numerals through 39
To add and subract 3-digit numerals with renaming in the tens and hundreds places
To recognize place value to thousands
To multiply and divide two- and three-place numerals by any 1-digit numeral
To use the dollar sign and the decimal point to indicate money
To make change involving amounts of money to $5.00

Level Nine:

To identify the positions held by a digit in a numeral to the ten-thousands place
To separate a five-place numeral into periods
To compute addition and subtraction examples with renaming in the tens, hundreds, and thousands places
To know multiplication and division facts to 9
To compute multiplication and division examples with renaming; division with remainders; using two-digit multipliers and divisors
To add and subtract rational numbers with like demoninators
To solve story problems involving the standard units of measurement of length, liquid measures, and time
To choose the necessary operation needed to solve a story problem (addition, subtraction, multiplication, or division)
To read and write Roman Numerals to 100 (38, 46, 29, 58, 62, 83, 94)

Level Ten:

To identify the position held by a digit up to and including ten millions place
To read a numeral with eight digits
To compute addition and subtraction, using renaming; using six digit numbers

To find the product using a three digit multiplier
To compute division with two digit divisors leaving the remainder as a fraction
To find the area and perimeter of a square and rectangle
To be able to set up a set of decimal numerals so they can be added and subtracted in vertical form
To add and subtract rational numbers, changing terms
To change improper fractions to mixed numbers and mixed numbers to improper fractions
To solve think type story problems using more than one operation to find the solution

Level Eleven:

To read and recognize place value of a numeral to billions place
To multiply by four digit multipliers
To add and subtract decimals to the hundredths' place
To divide decimals by a whole number with dividends to hundredths
To master division with zero as a digit in the quotient
To multiply and divide rational numbers
To find the area and perimeter of a triangle and a parallelogram
To find the surface area of a cylinder and a right prism
To recognize alternate interior and corresponding angles

TOPICAL SEQUENCE MATH

1. Numeration

1-1 Differentiate same, different; top, bottom; small, large; over; under, in, out; etc.

1-2 One to one correspondence

1-3 Write missing numerals in an incomplete sequence i.e., 1,2,3,4,5

1-4 Facts numbers 1 to 10

1-5 Reads numbers one - ten

1-6 Matches numbers of objects 1 - 10

1-7 Uses the number line

1-8 Cardinal numbers to 10

1-9 Writes numbers 1 - 10

1-10 Tells number before and after a given number

1-11 Tells number in between two numbers

1-12 Matches number word with number 1 - 10

1-13 Deals with 10's

1-14 1 - 100 counts

1-15 1 - 100 writes

1-16 1 - 100 Numbers before, after and in-between

1-17 Uses $>$ and $<$ in proper order

1-18 Identify and write 100 - 200

1-19 Cardinal to 0 - 100

1-20 Supplies number one more, less or in-between 100 - 200

1-21 Counts by 10 to 200

1-22 Count by 5 to 100

1-23 Counts by 2

1-24 Reads and writes number to 1000

1-25 Counts by 3

1-26 Counts by 4

1-27 Read, write, 4 digit numeral

1-28 5 digit numeral

1-29 Identifies odd and even numerals

1-30 Rounds numerals to 10 and 100

1-31 Expanded notation 2 and 3 place numerals

1-32 Place value to 1,000,000

1-33 Rounds to 1, 10, and 100,000

1-34 Prime numbers to 100

1-35 Test for prime

1-36 Find prime factors

1-37 Base five

1-38 Convert base five to 10 and vice versa

1-39 Place value beyond 1,000,000

1-40 Negative numerals

1-41 Exponents

1-42 Base 2

1-43 Place value for any base

1-44 Adds and subtracts in other bases expanded notation

1-45 Adds and subtracts in other bases with out expanded notation

2. Sets

2-1 Identify and compare sets of objects

2-2 Identify sets with 9 or fewer numbers

2-3 Identify sets and subsets

2-4 Identify disjoint sets

2-5 Match members of 1 set with anoth[illegible]

2-6 The student will identify sets of 10 to 90

2-7 Separate sets into 10's and ones - and write the corresponding numeral

2-8 Partition sets into 2 or 3 subsets

2-9 Compare pairs of sets

2-10 Equivalent sets

2-11 Disjoint sets

2-12 Limited sets

2-13 Sets of ordered pairs

3. Addition and subtraction whole numbers

3-1 Objects with one to one correspondence

3-2 Adds with one as an addend

3-3 Subtracts one

3-4 Uses +, -, and =

3-5 Addition and subtraction operations facts to 5

3-6 Uses manipulative objects to illustrate addition and subtraction 6-12

3-7 Addition and subtraction operations facts to 12

3-8 Commutative principle

3-9 Uses number line for addition and subtraction

3-10 Addition and subtraction two place numerals - no regrouping

3-11 Addition and subtraction three place numerals - no regrouping

3-12 Addition and subtraction two place numerals - regrouping

3-13 Addition and subtraction three place numeral - regrouping

3-14 Checks addition by reverse addition

3-15 Checks subtraction with addition

3-16 Addition and subtraction of larger numerals 4 or more places - no regrouping

3-17 Addition and subtraction larger numerals 4 or more places - regrouping

3-18 Associative principle

3-19 Uses $>$, $<$, =, between addition and subtraction statements

3-20 Adds and subtracts negative numerals

3-21 Adds and subtracts negative from positive, and positive from negative

3-22 Adds and subtracts in base ten with varying exponents

3-23 Adds and subtracts numerals in bases other than ten

4. Multiplication and division whole numbers

4-1 Relate addition to multiplication to 5 x 10

4-2 Divides a set into subsets

4-3 Multiplies and divides using 0 and 1 as factors

4-4 Multiplication and division facts to 5

4-5 Multiplication and division with bundles of 10

4-6 Products to 5 x 5

4-7 Quotients to 25 - 5

4-8 Commutative property

4-9 Products to 9 x 9

4-10 Quotients to 81 - 9

4-11 Terms factor, dividend, divisor, and quotient

4-12 Distributive property

4-13 Multiplication 1 place numeral by 2 place numeral

4-14 Multiplies one place numeral by three or more place numeral

4-15 One digit divisor - 2 digit dividend no remainder

4-16 One digit divisor - 2 digit dividend with remainder

4-17 Checks division with multiplication

4-18 Finds squares

4-19 Multiplies and divides by 10

4-20 Exponents 2, 3, 4, 5

4-21 Uses repeated subtraction to solve division

4-22 Multiplies 2 place numeral by 2 place numeral

4-23 Divides 2 digit dividend/2 digit divisor - no remainder

4-24 Divides 3 or more digit dividend/ 2 digit divisor with and without remainder

4-25 Multiplies 3 or more digit numeral by 2 digit numeral

4-26 Multiplies three or more digits by three or more digits

4-27 Divides three or more digit dividend by three digit divisor with or without remainder

Multiplication and Division - Whole numbers

4-28 Expresses remainders as fractions

4-29 Multiplies and divides by 100

4-30 Multiplies and divides by larger multiples of 10

4-31 Multiplies and divides a negative by a negative and states product and quotient in positive

4-32 Applies exponent to multiplication and division

5. Measurement

5a Money

5-a-1 Identify and name coins -
penny, nickel, dime, quarter, half-dollar

5-a-2 Relate coin equivalencies -
nickel - 5 pennies
dime - 2 nickels - 10 pennies
quarter - 2 dimes, 1 nickel
5 nickels
25 pennies
50¢ - 2 quarters
1 quarter, 2 dimes, 1 nickel
1 quarter, five nickels
1 quarter, 25 pennies
5 dimes
10 nickels
50 pennies, etc.

5-a-3 Identify and name dollar values - $1, $5, $10, $20

5-a-4 Name and write money values with $ sign and decimals

5-a-5 Make change from purchases to 25¢, 50¢, $1

5-a-6 Add and subtract using decimals

5-a-7 Multiply and divide money amounts using decimals

5b Distance

5-b-1 Identify and name foot and yard

5-b-2 Identify and name inch, 1/2 inch

5-b-3 Measure using foot and yard

5-b-4 Measure using inch and 1/2 inch

5-b-5 Identify 1/4, one-eighth, and one-sixteenth inches

5-b-6 Measure using 1/4, one-eighth and one-sixteenth inches

5-b-7 Larger measures such as mile

5-b-8 Instruments for measuring longer distance - odometer

5-b-9 Identify and name metric units - meter and centimeter

5-b-10 Relationship between speed and distance

5c Time

5-c-1 Time to nearest hour

5-c-2 Time to nearest half hour

5-c-3 Time to nearest quarter hour

5-c-4 Time to nearest minute, giving the hour first and number of minutes after the hour

5-c-5 Relationship among hours, minutes, and seconds

5-c-6 Hours in a day, days in week, weeks in year, months in year, etc.

5-c-7 Add and subtract hours, minutes, and seconds

5-c-8 Add and subtract days, weeks, and months and years

5-c-9 A. M. and P. M.

5d Calendar

5-d-1 Days of week

5-d-2 Seasons of year

5-d-3 Months of year

5-d-4 Relationship of year, decade, and century

5-d-5 Compute age to nearest day

5-d-6 Leap year

5-d-7 Add and subtract days, months, and year

5-d-8 Different historical calendars

5e Liquid

5-e-1 Identify quart and gallon

5-e-2 Smaller units of a quart - pint and 1/2 pint

5-e-3 Quarts in a gallon

5-e-4 Cooking units - cups, tablespoons, teaspoons, etc.

5-e-5 Identify the correct number of smaller units needed to fill or equal a larger unit

5-e-6 Add and subtract common units of measure

5-e-7 Liquid units of the metric system

5f Temperature

5-f-1 Identify warmer of two objects

5-f-2 Identify colder of two objects

5-f-3 Large fahrenheit thermometer

5-f-4 Compare temperature morning, noon, and evening

5-f-5 Compare fahrenheit and centigrade thermometer

5-f-6 Identify boiling and freezing points on fahrenheit and centigrade thermometer

5-f-7 Compute relationship between fahrenheit and centigrade

i.e. convert from one to another

$F=9/5\ C+32$ $C = 5/9\ (F - 32)$

5g Weight

5-g-1 Balance sets of objects on a balance scale

5-g-2 Ounces and pounds

5-g-3 Add and subtract ounces and pounds

5-g-4 Metric weight units - gram and kilogram

5h Area

5-h-1 Identify small and large regions

5-h-2 Choose a unit to measure any surface and report the number of units necessary to cover the surface

5-h-3 Length and width - how to compute area

5-h-4 Identify square units

5-h-5 Perimeter

5-h-6 Compute area of square, rectangle, triangle and circle

5i Volume

5-i-1 Identify difference in size between and among solid figures

5-i-2 Identify relationship of smaller units to larger ones

5-i-3 Identify number of small units to fill a larger one

5-i-4 Identify number of units to fill a region

5-i-5 Compute volume of various figures

6. Geometry

6-1 Common two dimensional shapes -- circle, square, rectangle, triangle, etc.

6-2 Identify in, on, and outside a place of a two dimensional shape

6-3 Describe a point

6-4 A line segment between two points

6-5 A line segment contains an infinite number of points

6-6 Line is an extension of a line segment -- it is unending

6-7 Rational numbers on a line

6-8 Points on a line both positive and negative

6-9 Identify a right angle

6-10 Use a protractor, and a compass

6-11 Cube, cylinder, sphere, cone and pyramid

6-12 A closed curve

6-13 Polygons, square, rectangle and triangle

6-14 Radii, and diameter of a circle

6-15 Circumference of a circle

6-16 Rays and angles

6-17 Parallel lines

6-18 Parallelogram

6-19 Angles, types

6-20 Angles, measurement

6-21 Congruence

7. Fractions

7-a-1 The relationships between ones and halves

7-a-2 The relationships between ones and fourths

7-a-3 The relationships between ones and thirds

7-a-4 The relationships between ones, halves, fourths and thirds

7-a-5 A model of halves, thirds, and fourths, identify a fraction for the rational number associated with the model

7-a-6 A dozen objects, its fractional parts

7-a-7 Fractional models and number lines, write and compare the fractional numbers associated with them

7-a-8 Fractional numbers greater than 1

7-a-9 Equivalent fractions

7-a-10 Corresponding names for fractional numbers

7-a-11 The numerator

7-a-12 The denominator

7-a-13 Improper fractions

7-a-14 Mixed numbers

7-a-15 Relationship between mixed numbers and improper fractions

7-a-16 Reduces to lowest terms

7-a-17 Relates to fractions

7-a-18 Greatest common factor for a set of numbers

7-a-19 Finds lowest common multiple for a set of numbers

Addition and Subtraction of Fractions

7-b-1 The pattern for addition of fractions
i.e., add numerators - like denominators

7-b-2 The pattern for subtraction of fractions
i.e., subtraction of numerators - like denominators

7-b-3 The pattern for addition of fractions with unlike demoninators

7-b-4 The pattern for subtraction of fractions with unlike denominators

7-b-5 Addition of mixed numbers

7-b-6 Subtraction of mixed numbers

7-b-7 Addition of fractions with more than two addends

7-b-8 Addition of fractions and mixed numbers, whole numbers, and improper fractions, answers in lowest terms

7-b-9 Subtract whole numbers

7-b-10 Improper fractions, and mixed numbers. Answers in lowest terms.

Multiplication & Division of Fractions

7-c-1 Multiply a fraction times a fraction
General principle - Number x Number + Denominator x Denominator

7-c-2 Multiply fraction x whole number

7-c-3 Multiply fraction x improper fraction

7-c-4 Multiply fraction x mixed number

7-c-5 Mixed number x mixed number

7-c-6 Multiply with more than two factors all proper fractions

7-c-7 Multiply with more than two factors, whole numbers and proper fractions

7-c-8 Multiply with more than two factors, mixed numbers and fractions

7-c-9 Multiply with more than two factors, whole numbers, proper fractions, improper fractions and mixed numbers

7-c-10 Reciprocals

7-c-11 Divide a fraction by a fraction using reciprocals

7-c-12 Divide a fraction by a whole number

7-c-13 Divide a whole number by a fraction

7-c-14 Divide an improper fraction by a proper fraction

7-c-15 Divide a proper fraction by an improper fraction

7-c-16 Divide a mixed number by a fraction

7-c-17 Divide a fraction by a mixed number

7-c-18 Divide using common denominator method

7-c-19 Other division techniques

8. Decimals

8-a-1 Decimals another way to write fractions

8-a-2 Decimal point values of 10ths (read and write)

8-a-3 Values of 100ths and 1000ths

8-a-4 Values of 10,000ths and ups

8-a-5 Common fraction and decimal equivalents (1/2, 1/4, 1/5, 1/8, 1/10)

8-a-6 Other equivalents

8-a-7 Convert fraction to decimal

8-a-8 Convert decimal to fraction

8-a-9 Decimals in money

Addition and Subtraction of Decimals

8-b-1 Addition of decimals--2 addends, decimal points under decimal points

8-b-2 Subtraction of decimals--decimal points under decimal points

8-b-3 Addition of decimals and fractions in same problem

8-b-4 Subtraction of decimals and fractions in same problem

Multiplication and Division of Decimals

8-c-1 Multiplication of decimals with two 2-digit factors; develop the pattern for point placement in the product

8-c-2 Multiplication of larger decimals, using point placement pattern

8-c-3 Division with decimals; develop method for expressing the division as a whole number

8-c-4 Division with decimals; develop pattern for point placement in quotient

9. Special Topics and Enrichment

9-1 Roman Numerals

9-2 Bar and picture graphs

9-3 An abacus

9-4 Tables of information

9-5 Bases other than 10

9-6 Probability

9-7 Exponents

9-8 Ratios

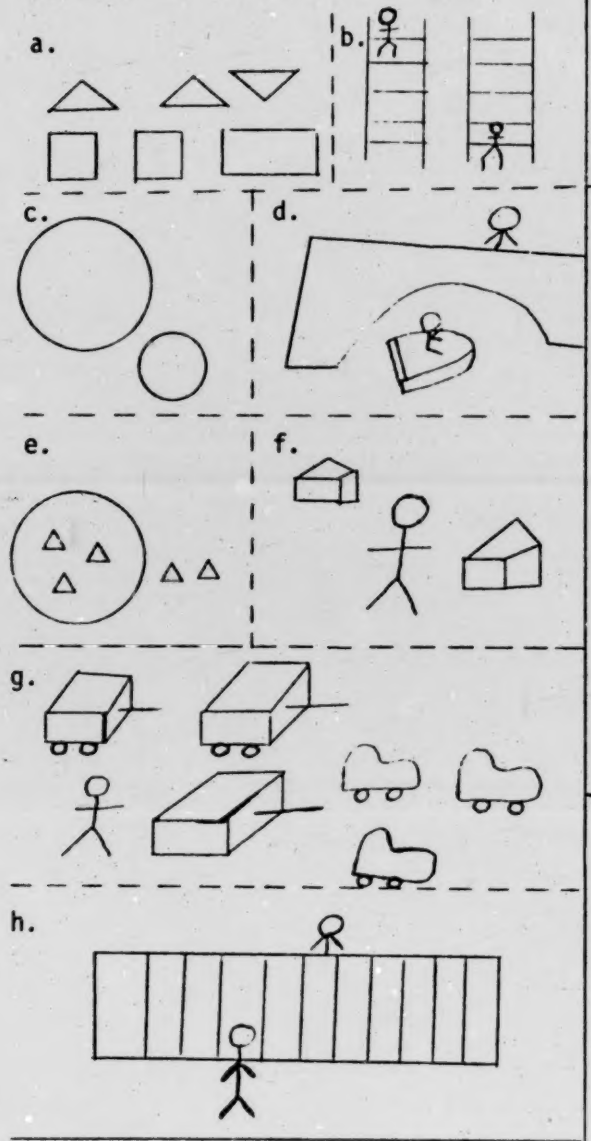
9-9 Percentages

9-10 Historical development of numeration systems

9-11 Ancient computational techniques

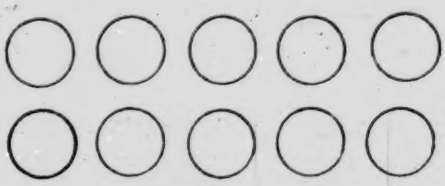
1-1 Differentiates

The learner must be able to indicate by telling, pointing, or marking when a given object is: a. the same or different; b. on top or bottom; c. small or large; d. over or under; e. in or out; f. above or below; g. between or beside; h. in front or in back



1-2 One to one correspondence

Given a set of objects in 1 to 10 order such as counting discs or some other physical objects contained in the classroom, the learner can orally count the objects and write them in correct order.



1-3 Missing numerals in incomplete sequence

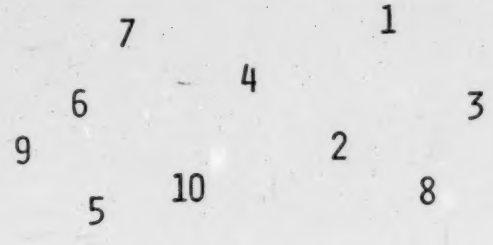
Given a printed sheet of which the numerals 1-100 are printed in correct sequence, but with a minimum of 20 numerals omitted at random from the sequence, the learner can supply the missing numerals in the sequence by writing them in their proper place.

1, 2, ___, 4, 5, 6, ___, 8, ___,
10, 11, 12, ___, 13, 14, ____, 15,
___, 16, ___, 17, ___, 18, 19,
___, 20, ___, 21, ___, 22, 23,
___, 24, 25, 26, ___, 27, 28, ___,
etc. etc. etc.

1-4 (found in addition)

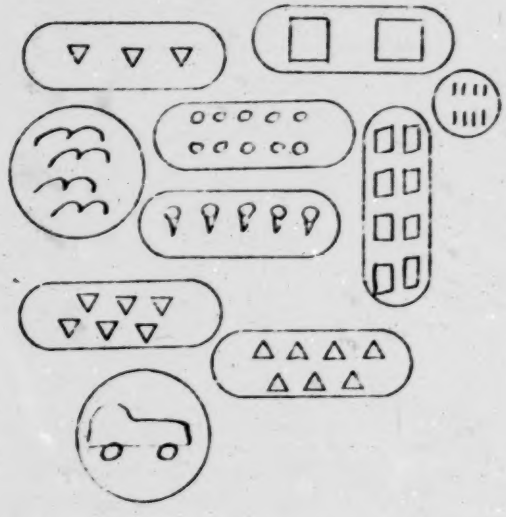
1-5 Reads numbers one - ten

Flashed a set of cards arranged in random order with numerals 1-10 or given a sheet of paper upon which are written the numerals 1-10 in random order, the learner can correctly name each of the numerals 1-10 when the cards are flashed or when the cards or when the numeral is indicated by the teacher.



1-6 Matches random number of objects

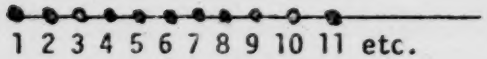
Given a set of objects such as *counting discs or some other physical* objects contained in the classroom the learner can count how many are in each set up to 10.



1-7 Uses Number Line

Given a number line to 20, the learner will be able to:

a. Locate 6, 12, 4, etc.
b. Tell what number is 2 before 14, etc.
c. Tell how many numbers are between 6 and 10, etc.



1-8 Ordinal Numbers to 10

When requested to so do, and as indicated by the teacher in random order, the learner must be able to show by telling, pointing or marking which object is first, second, etc., in a given set of objects arranged in a row. The student should also be able to orally count the given set of objects first thru 10th in succession.

In the row marked "X" color the first apple green the 2nd apple blue, the 5th apple orange, etc.

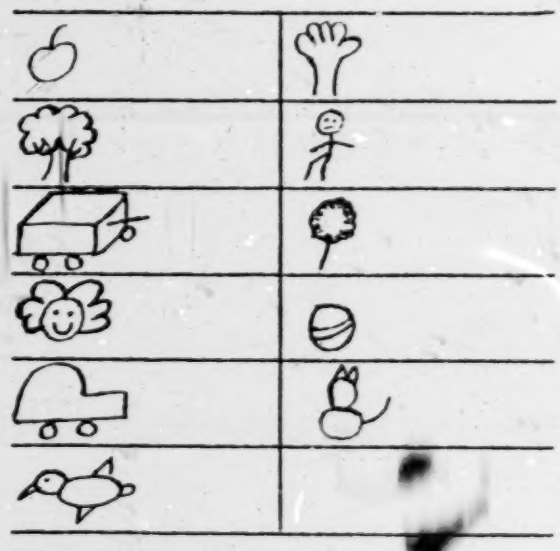
X - 6 6 6 6 6 6 6 6 6 6

In the row marked "□" put an X on the 2nd, 5th, and 7th face.

1-9 Write Numbers 1-10 (random recognition)

The learner must be able to write any numeral, 1-10 on paper or chalkboard in random order as indicated by the teacher.

Example: In the box with the apple write the number 8.



1-10 Tells Number Before and After a Given Number

Given numbers at random from 1-100, the learner can write what numbers come before and after the given number.

___, 4, ___	___, 64, ___,
___, 16, ___,	___, 79, ___,
___, 26, ___	___, 80, ___,
___, 50, ___,	___, 95, ___,

1-11 Tells numbers in between 2 numbers

Given 2 numbers from 1-100 at random, the learner can identify orally and/or written, the number that belongs between the two numbers.

10, ___, 12			52, ___, 54		
23, ___		26	67, ___,		70
31, ___, 33			70, ___,		73
47, ___		50	89, ___,		92

1-12 Matches Number Word with the Numbers 1-10

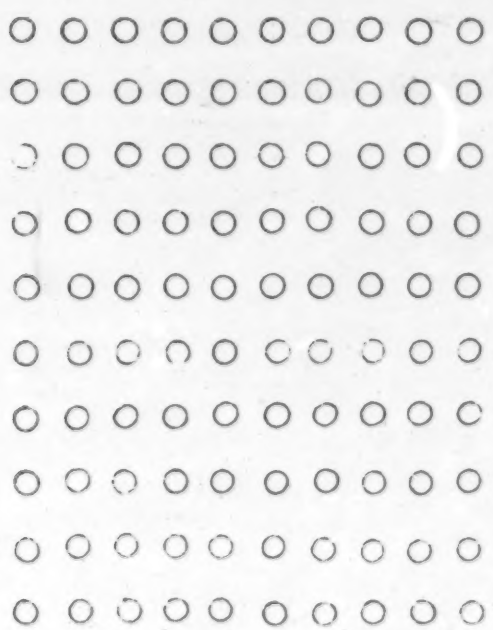
Given the number words thru 10, the learner will be able to match them to the correct numbers.

Draw a line to match the number and the word.

Ten	8
Seven	3
Six	7
Three	2
One	6
Two	10
Eight	1

1-13 Deals with 10's

Given a group of balls in subset of 10,count by tens to find the number of balls in the set.



1-14 Counts to 100

When requested to do so, the learner can count orally to 100 without assistance.

1-15 Writes to 100

When requested to do so, the learner can write the numbers 1-100 in proper order without assistance.

1-16 1-100 Numbers before, after, and in between

Given numbers from 1-100 at random, the learner can identify the numbers that belong before, between and after the given numbers.

___, 27, ___, 28, ___, ___

___, ___, 30, ___, ___

78, ___, ___, 81, ___

___, 96, ___, ___, 99, ___

1-17 Uses < and > in proper place
Given two numbers, the learner can place > and < properly.

4 _____5 37 _____ 35

6 _____8 42 _____ 87

10 _____12 93 _____ 36

23 _____18

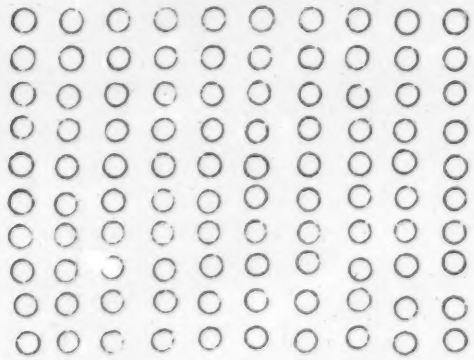
1-18 Identify and Write 100-200
The learner will be able to identify and write the numerals 100-200.

a. Write the numerals from 1-100 on paper.

b. Orally tell your teacher what each of these numbers are.

173, 142, 101,
150, 199, 120,

1-19 Ordinals 0 - 100
When requested to do so and as indicated by the teacher in random order, the learner must be able to show by telling, pointing or marking which object is 22nd, 33rd, etc., a given set of objects arranged in a row. The learner should also be able to orally count the given set of objects first thru 99th in succession.



1-20 Numbers One Less, One More or between 100 and 200
Given numbers at random from 100-200, the learner can write what numbers come before and after the given number.

___, 103, ___, 105, ___

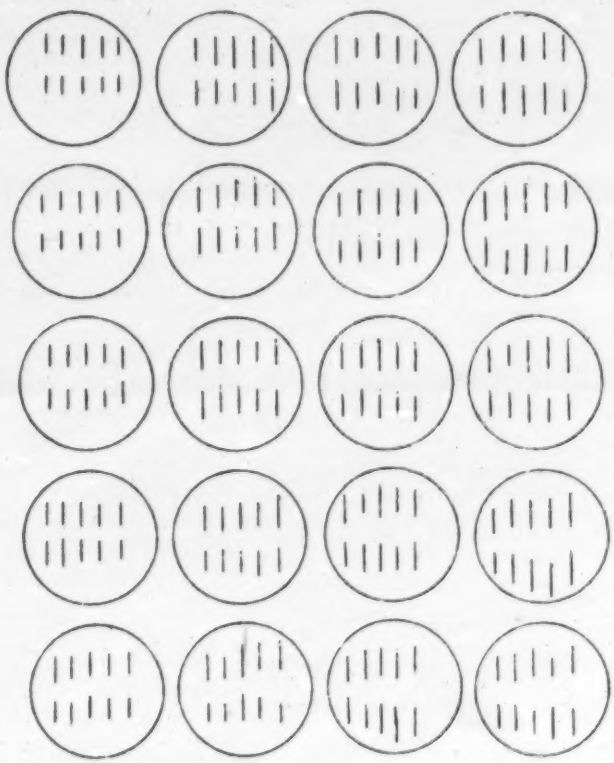
___, 137, ___, ___, ___, 141, ___,

___, ___, 162, ___, ___, 165, ___,

___, ___, 181, ___, ___, 184, ___,

___, 190, ___, ___, ___, 194, ___,

1-21 Counts by 10's to 200
Given a group of sticks in subsets of 10, the learner will count by 10's to 200.



1-22 Counts by 5's to 100

Given a printed sheet on which the numerals 0 - 100 are printed in correct numerical sequence by 5's, but with a minimum of 5 random omissions from the sequence, the learner can supply the missing numerals in the sequence by writing them in their proper places.

The learner will also count orally for the teacher from 5 to 100 by 5's

5	10		20		30
		45	50		
65		75	80		
95					

1-23 Counts by 2's

Given a printed sheet on which the numerals 1 - 100 are printed in correct numerical sequence by 2's, but with a minimum of ten random omissions from the sequence, the learner can supply the missing numerals in the sequence by writing them in their proper place. The learner will also count orally for the teacher by 2's to 100.

2	4		8		12	14			20
22		26			32		36		
42	44			50			56		60
62		66			72			78	
	84		88			94	96		

1-24 Reads and Writes Numbers to 1000

Given a series of five number sequences between 0 - 1000, with each of the series containing a sequence of ten numerals from which at least three have been omitted, the learner can supply the missing numerals in their proper positions in each sequence.

1. 101, 102, ____, 104, ____, ____, ____, ____, ____, ____,
2. 315, 316, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____,
3. ____, ____, 991, 992, 993, 994, ____, ____, ____, ____,
4. 231, 232, ____, ____, ____, 236, ____, ____, ____, ____,
5. 523, ____, ____, 526, 527, ____, ____, ____, 531, ____,

1-25 Counts by 3's to 60

Given a printed sheet on which the numerals 1 - 60 are printed in correct numerical sequence by 3's, but with a minimum of the random omissions from the sequence, the learner can supply the missing numerals in sequence by writing them in their proper place. The learner will also count orally for the teacher by 3's to 60 without assistance.

3		9	12		18		24		30
33			42		48		54		

1-26 Counts by 4's to 80

Given a printed sheet on which the numerals 1 - 80 are printed in correct numerical sequence by 4's, but with a minimum of 10 random omissions from the sequence, the learner can supply the missing numerals in sequence by writing them in their proper place. The learner will also be able to count orally for the teacher by 4's to 80 without assistance.

4	8		16		24			36	40
	48			60		68	72		80

1-27 Read and Write 4 digit Numerals

The learner will be able to read and write any ten 4 digit numeral.

Learner can orally read:

5,027	6,007
4,328	3,042
1,462	8,999
7,986	9,010
8,432	3,470

Learner can write when dictated to:

1,400	4,070
2,762	3,608
3,503	9,762
4,003	8,503
6,761	5,001

1-28 Read and Write 5 digit Numerals

The learner will be able to read and write any ten 5 digit numerals as presented by the teacher.

Learner can orally read:

11,762	52,307	57,673
23,018	71,001	40,303
60,001	85,763	
37,230	94,832	

Learner can write when dictated to:

13,342	52,003	96,070
24,076	67,552	50,430
38,144	76,320	
40,303	88,975	

1-29 Identifies Odd and Even Numbers

Given a random set of numbers, the learner will be able to identify by pointing or marking the odd or even numbers.

23	72	25
18	145	68
35	622	75
103	58	88
64	342	90

1-30 Rounds to 10 and 100

Given a list of whole numbers less than 100, the learner can round each number to the nearest ten.

74	_____	67	_____
79	_____	89	_____
9	_____	23	_____
36	_____	92	_____
42	_____	28	_____

Given a list of whole numbers less than 1000, the learner can round each number to the nearest hundred.

659	_____	268	_____	765	_____
821	_____	141	_____	789	_____
149	_____	905	_____		

1-31 Expanded Notation 2 and 3 Place Numbers

Given a random set of 2 and 3 place numbers, the student will write each in expanded notation. (23=20+3)

45 =	72 =	821 =
87 =	268 =	634 =
68 =	342 =	
35 =	795 =	

1-32 Place Value to 1,000,000

Given a number up to a million, the learner can write the place value for each digit.

347,562

Write the number that:

4 stands for
2 stands for
6 stands for
3 stands for
5 stands for
7 stands for

1-33 Rounds to 100,000

Given a list of whole numbers up to 100,000, the learner can write each number to any place value asked for in the directions.

1. 386 rounded to the nearest 10 is _____
2. 87,643 rounded to the nearest 100 is _____
3. 676,454 rounded to the nearest 10 is _____
4. 676,499 rounded to the nearest 100 is _____
5. 676,499 rounded to the nearest 1000 is _____
6. 676,499 rounded to the nearest 10,000 is _____
7. 676,499 rounded to the nearest 100,000 is _____
8. 8,647,386 rounded to the nearest 10,000 is _____

1-34 Prime Numbers to 100

Given a set of whole numbers to 100, the learner can write P by those numbers which are prime and C by those that are composite.

1.	3 _____	28	_____
2.	9 _____	17	_____
3.	47 _____	97	_____
4.	13 _____	35	_____
5.	39 _____	41	_____
6.	36 _____	62	_____

1-35 Test for Prime

When given a random set of 5 numbers to 100, the learner will demonstrate his knowledge of test of prime.

62

39

77

29

87

1-36 Find Prime Factors

Given a set of whole numbers, the learner can write each number as the product of its prime factors.

1. 4 = (2 x 2)
2. 8 =
3. 10 =
4. 14 =
5. 24 =
6. 30 =
7. 18 =
8. 15 =
9. 26 =
10. 32 =

/SS/